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ABSTRACT

This curriculum guide was designed for use in postsecondary operating room technology education programs in Georgia. Its purpose is to provide for development of entry level skills in operating room technology in the areas of knowledge, theoretical structure, tool usage, diagnostic ability, related supportive skills, and occupational survival skills. The first section of six explains the philosophies, purposes, and goals of vocational education in Georgia. Section 2 presents employability skills related to the occupational area of operating room technology, specific occupational titles, student exit points, and tasks cross referenced to the Dictionary of Occupational Titles. Section 3, the largest part of the guide, provides unit guides for each task. (For each task, a task description, student performance objective, suggested instructional activities, instructional materials, evaluation section, and suggested instruction hours are included.) Section 4 contains the curriculum structure and course outline, while student record forms and competency certificates make up section 5. The last unit contains facility guidelines, with drawings, for group instruction and individualized instruction facilities. Appendixes to the guide contain references and resources, information on teaching special needs students, and definitions of terms. (KC)

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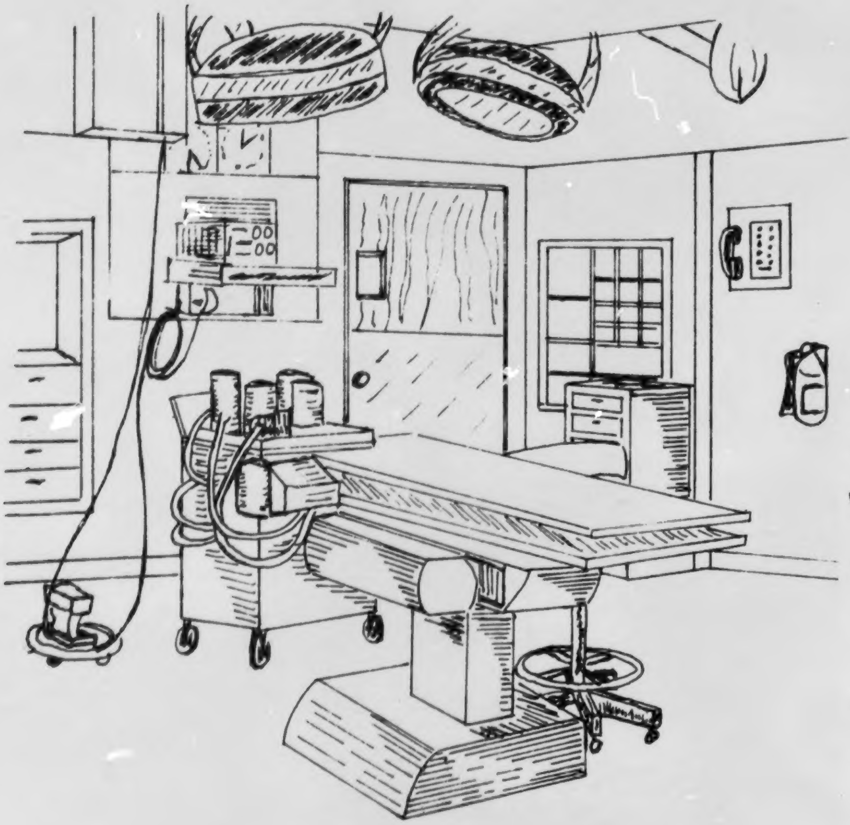
# OPERATING ROOM TECHNOLOGY

## Post Secondary



## CURRICULUM GUIDE

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# OPERATING ROOM TECHNOLOGY

Developed Under Contractual Agreement with

Division of Program Development
Office of Vocational Education
Georgia Department of Education
Atlanta, Georgia 30334
Charles McDaniel, State Superintendent of Schools
1981

# OPERATING ROOM TECHNOLOGY

Developed By

The University of Georgia

Under the Direction of

Dr. Paul Scott

Vocational Education Materials Center

Division of Vocational Education

College of Education

Dr. George L. O'Kelley, Jr.

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## POLICIES AND PROCEDURES FOR THE CENTER

## PURPOSE OF THE CENTER

The Vocational Education Materials Center functions within the division of Vocational Education, University of Georgia. This Center operates under grants from the U.S. Office of Education, and the Georgia State Department of Education with the support of the College of Education. The Center is comprehensive in its commitment and approach to the development and dissemination of materials in the broad field of Vocational Education.

The purpose of the Center is to increase the capability of Georgia's delivery system for Vocational Education. Specifically, the Center is committed to:

1. Develop materials to assist in the implementation of proposed curricula and to enhance the teaching Vocational Education.
2. Conduct and report curriculum research related to Vocational Education.
3. Provide a production and dissemination center to Vocational Education materials.
4. Provide direct experiences in curriculum development and diffusion for advanced graduate stduents.
5. Enable faculty members to participate in the development and implementation of a variety of curriculum materials.

Dr. G.L. O'Kelley, Jr.; Chairman
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## PURPOSE AND UTILIZATION OF THE CURRICULUM GUIDES

The purpose of this curriculum guide is to provide a suggested model for organizing vocational instructional content. In many cases, more material is available than may be needed, there fore, an instructor will need to adapt the content to meet his/her program needs.

While the guide is primarily oriented towards the classroom, whether as a primary resource or as a supplement to other teaching materials; it may also assist administrators, counselors and lay people involved in local school systems. The following outline provides an overview of the various ways these groups may utilize the curriculum guides.

a) Vocational teachers.

1. Provide a guide for organizing their program of instruction,
2. Assist in establishing program objectives,
3. Serve as a curriculum materials resource guide,
4. Improve communications with employers and advisory committees
5. Facilitate competency based instruction,
6. Facilitate either group or self-paced instruction,
7. Include content by quarter and semester,
8. Cross-reference with existing state developed instructional materials (PLACE packages and post secondary I.I.).

b) Vocational supervisors and administrators.

1. Assist in defining the scope and content of their programs,
2. Provide a means to improve curriculum management functions,
3. Serve as a guide for admissions and job placement functions,
4. Improve communications with employers and advisory committees.

c) Counseling and guidance staff.

1. Provide a data base for counseling and guidance personnel,
2. Identify student exit points (Career Options),
3. Serve as guide for admissions and job placement,

4. Correlate with new State Board of Education graduation requirements,
5. Provide specific content sequencing by quarter and semester for student scheduling,
6. Provide (a) curriculum options for the disadvantaged handicapped student, (b) curriculum modifications for SPECIAL NEEDS students, (c) typical admission requirements for regular and SPECIAL NEEDS students.

(d) Local Curriculum Coordination Committees.

1. Serve as a guide in working out articulation arrangements,
2. Improve definitions of the relationship between secondary clusters and post secondary specialized programs.

Vocational teachers, supervisors and administrators, counseling and guidance staff and local curriculum coordination committees will be primary users of this guide, however, the use of the guide is not limited to these groups, but by any and all groups directly related in designing a vocational curriculum.

# -Foreword-

It has been the privilege of the Division of Vocational Education, University of Georgia, to participate in the development of 48 curriculum guides for Georgia vocational education programs. This work was sponsored by the Division of Program Development, Office of Vocational Education, State Department of Education. The completion of these guides meets a long standing need to provide a comprehensive curriculum overview of the vocational education programs available in Georgia schools. This developmental activity involved one of the largest professional staffs ever assembled for such work. Numerous teachers, teacher educators and state staff members have either written parts of the guides or served on the field review teams. These professionals were supported by a myriad of technical people and a host of typists who literally worked from dawn to dusk to ensure that the guides were produced in a timely fashion.

Be assured that this guide is not intended to be your curriculum or the curriculum of any school. The purpose of this project staff, and I am sure of the state OVE staff, is to offer a guide with supporting resources and teaching ideas from which the vocational instructor can extract a curriculum that meets local needs. The guide, however, does simplify curriculum decisions concerning sequencing and the selection of resources and media support.

The Task Linkage Project and appropriate V'TECS catalogs were used as the beginning point for this guide and all of the others. To assure that these task listings were directly related to Georgia vocational education programs and industry, they were subjected to additional study and review by appropriate teachers.

At some point in the future, this guide will need to be revised. To ensure that such a revision truly reflects the needs of Georgia's vocational education programs, the developers need your reactions, comments and ideas. We will also be interested in how you use this guide. Let us hear from you.

Paul Scott
Curriculum Guide Projects I & II

# SECTION I

## PHILOSOPHY, PURPOSE & OBJECTIVES

# SECTION I

## Section I Content List

State Philosophy and Goals
Local Philosophy and Goals

Section I provides an overview of the philosophies, purposes and goals for vocational education in the State of Georgia. These are applied to vocational education at the postsecondary level, however, it is recognized that more specific philosophies, purposes and goals will be applicable depending on the character of the local program.

# VOCATIONAL EDUCATION IN GEORGIA

## A. PHILOSOPHY

The Georgia Board of Education perceives vocational education as a vital component in the education of the young and adult citizens of this State. Appropriate programs of vocational education and ancillary services should be made readily available to individuals in middle schools, vocational divisions of junior colleges, vocational centers, the Quick Start program and other adult programs designed to train or retrain workers for useful and satisfying employment.

Special services and assistance must be provided to those who need it in order to participate or benefit from vocational education. This includes women, minorities, the displaced homemaker and other displaced workers, those with limited English-speaking ability, the disadvantaged and the handicapped.

Since men and women spend the greater part of their lives at some form of work, the State should provide opportunities for all its citizens to develop the knowledge, skills and attitudes necessary for them to secure personally satisfying and socially useful employment.

## B. PURPOSE

The purpose of vocational education shall be to improve the economic well-being of Georgia citizens by preparing individuals, through organized learning experiences, to select, obtain and advance in recognized occupations.

# POSTSECONDARY VOCATIONAL EDUCATION

## A. PURPOSE

The purpose of postsecondary vocational-technical education in Georgia is to improve the economic well-being of adult citizens by providing access to high quality vocational-technical training for skilled and semi-skilled occupations, for improvement of existing skills or for retraining in a new occupation.

## B. OBJECTIVES

1. To provide vocational-technical education programs and ancillary services commensurate with the needs and interests of students and available job opportunities.
2. To provide vocational-technical education programs which are current with the state-of-the-art, competency-based, and offer multiple exit points to accommodate the students' occupational objectives.
3. To provide vocational-technical education programs which are articulated with available high school counterparts, to facilitate an easy transition from secondary to post-secondary levels without loss of credit.
4. To provide vocational-technical education programs such that 75% of those individuals who leave or complete a program of occupational preparation will find employment in the field, or a related field, for which trained.
5. To provide those guidance, counseling, financial aid, evaluative, job placement, remedial and other supportive programs and services needed by students to enroll, complete a program and become, or remain, employable in a skilled or semi-skilled occupation.
6. To provide needed assistance to special populations to include women, minorities, limited English-speaking, the displaced homemaker and other displaced workers, the disadvantaged and the handicapped.
7. To provide vocational-technical education programs for full-time and part-time students on campus during the day as well as the evening hours, and to provide appropriate programs for full-time and part-time students off campus in businesses and industries, comprehensive high schools and other locations within the respective schools' service areas.
8. To serve as a center for the delivery of postsecondary and adult vocational-technical education programs and services for the community and assigned service area.

## STATEMENT OF LOCAL SYSTEM PHILOSOPHY, PURPOSE AND OBJECTIVES FOR VOCATIONAL EDUCATION

(This page is intentionally left blank so that local systems may insert their copy of philosophy, purpose and goals for vocational education.)

# SECTION II

## OCCUPATIONAL INFORMATION

## SECTION II

### Section II Content List

Employability Skills
Operating Room Technology Occupational Description
Operting Room Technology Program Objective
Definition of the D.O.T. Code
Description of Operating Room Technology D.O.T.

The major goal of vocational education in Georgia is to prepare individuals, through organized learning experiences, to select, obtain and advance in recognized occupations. Section II provides an overview of employability skills that are desirable in any occupation and relates their significance to the specific occupational area of Operating Room Technology.

The Operating Room Technology Program Objective contains the specific occupational title. This occupational title is further explained in the description of the occupational exit points.

## EMPLOYABILITY SKILLS

Employability skills exert a great deal of influence on a person's ability to get and keep a job. Surveys indicate that more people lose their jobs because of poor attitudes toward their job than for lack of job skills. For this reason it is important that information concerning the following employability skills be provided as an ongoing part of the program.

1. Getting a job
    a. Filling out job applications
    b. Developing a resume
    c. Preparing for a job interview

2. Keeping a job
    a. Be on time and regular in attendance
    b. Maintain a fair share of the work-load
    c. Work without supervision
    d. Meet production schedules
    e. Properly care for and use equipment
    f. Dress appropriately for the job
    g. Maintain good personal hygiene
    h. Develop and maintain good communication with supervisors and co-workers

A recent study sponsored by the Illinois Department of Adult, Vocational and Technical Education and conducted by the University of Illinois, "Survival Skills: Mastering the Human Aspects of Work", has identified twelve topics that might be developed into instructional modules for teaching occupational survival skills. The author, Robert E. Nelson, outlines these topics listed below and on the next page, each followed by a general objective which indicates the relationship between the topic and the survival skills required to maintain a job.

*"1. Working in an Organization: To familiarize students with the reasons for the formation of organizations and the common characteristics of organizations.
2. Understanding Self and Others: To have students develop insights into causes of human behavior and learn to interpret their own behavior and the behavior of other.

3. Motivation for Work: To have students develop and understanding of motivations into the work they perform.
4. Interpersonal Relations: To have students develop concepts and skills in interpersonal relations and apply them to work situations.
5. On-the-Job Communication: To have students understand the importance of effective communication and learn ways of communicating effectively on the job.
6. Using Creativity on the Job: To make students aware of their creative potential and to practice using their creative ability in hypothetical on-the-job situations.
7. Authority and Responsibility: To have students develop an understanding of the concepts of authority, power, influence, and responsibility as they apply to work situations.
8. Problem Solving: To have students develop skill in applying problem solving to their work.
9. Coping with Organizational Change: To make students aware of the process of organizational change and the techniques for coping with organizational change.
10. Coping with Organizational Conflict: To make students aware of the sources and types of conflicts encountered on the job and recognize ways of coping with conflicts in an organization.
11. Leadership: To have students recognize the need for leadership in work groups and increase their understanding of the leadership role in work situations.
12. Adapting and Planning for the Future: To have students develop perspectives of work in the future and the ability to plan for anticipated changes in their work roles."

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*Abstracted from the article, "Survival Skills: Mastering the Human Aspects of Work," by Robert E. Nelson, American Vocational Journal, November 1977.

## DESCRIPTION OF OCCUPATION*

### Nature of the Work

Operating room technicians, occasionally called surgical technologists, assist surgeons and anesthesiologists before, during, and after surgery. They work under the supervision of registered nurses or surgical technologist supervisors.

They help set up the operating room with the instruments, equipment, sterile linens, and fluids such as glucose that will be needed during an operation. Operating room technicians also may prepare patients for surgery by washing, shaving, and disinfecting body areas where the surgeon will operate. They may transport patients to the operating room and help drape and position them on the operating table.

During surgery, they pass instruments and other sterile supplies to the surgeons and the surgeon's assistants. They hold retractors, cut sutures, and help count the sponges, needles, and instruments used during the operation. Operating room technicians help perpare, care for, and dispose of specimens taken for testing during the operation and help apply dressings. They may operate sterilizers, lights, suction machines, and diagnostic equipment.

After the operation, operating room technicians help transfer patients to the recovery room and assist nurses in cleaning and stocking the operating room for the next operation.

### Working Conditions

Operating room technicians work in clean, well-lighted environments. They need stamina to be on their feet the whole time they are on duty and to pay close attention to operations.

## Places of Employment

About 35,000 persons worked as operating room technicians in 1978. They worked in hospitals or other institutions that have operating room, delivery room, and emergency room facilities. In addition, many were members of the Armed Forces.

## Training, Other Qualifications, and Advancement

Most operating room technicians are trained in vocational and technical schools, hospitals, and community junior colleges. Most training programs last from 9 months to 1 year. Students receive classroom training as well as supervised clinical experience. Required courses include anatomy, physiology, and microbiology. Courses teaching practical applications include the care and safety of patients during surgery, use of anesthesia and its hazards, and nursing procedures. They also learn how to sterilize instruments, prevent and control infection, and handle special drugs, solutions, supplies, and equipment. In 1978, there were 68 training programs accredited by the Committee on Allied Health Education and Accreditation.

Some operating room technicians are trained on the job. A high school education or the equivalent is required for training and employment. On-the-job training programs in many hospitals include classroom instruction in the same type of courses taught in vocational schools. These programs vary from 6 weeks to 1 year, depending on the trainee's qualifications and the objectives of the training given. Some hospitals prefer applicants who have worked as nursing aides or practical nurses.

Some operating room technicians receive training in the Armed Forces.

The Association of Surgical Technologists awards a certificate to operating room technicians who pass their comprehensive examination. A Certified Surgical Technologist (CST) is recognized as competent in the field and may be paid a higher salary.

Manual dexterity is a necessity for operating room technicians because they must handle various instruments quickly. They must be orderly and emotionally stable. High school students interested in careers in this occupation are advised to take courses in health and biology.

Some operating room technicians advance to assistant operating room administrator and assistant operating room supervisor. Assistant operating room administrators deal with the administrative aspects of running an operating room such as ordering supplies and arranging work schedules, while assistant operating room supervisors actually direct other technicians in the operating room.

## Employment Outlook

Employment in this field is expected to grow faster than the average for all occupations as operating room technicians increasingly assume more routine tasks in the operating room The same factors that contribute to the demand for health workers in general apply to operating room technicians--namely, population growth and the increased ability of people to pay for medical care due to expansion in coverage under prepayment insurance programs. In addition to job openings resulting from growth of the occupation, new operating room technicians will be needed to replace workers who die, retire, or leave their field for other reasons.

Despite the rapid employment growth that is expected, the small size of this occupation will result in relatively few job openings. Graduates of formal training programs will have the best opportunities for these jobs, while persons without job skills may face competition.

Sources of Additional Information

Additional information on a career as an operating room technician and on training programs for the occupation is available from: Association of Surgical Technologists, Caller No. E. Littleton, CO 80120. Information on education for the operating room technician occupation also is available from: American Medical Association, Department of Allied Health Evaluation, 535 North Dearborn St., Chicago, IL 60610.

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*From Occupational Outlook Handbook, 1980-81 ed.

## OPERATING ROOM TECHNOLOGY PROGRAM OBJECTIVE

Given appropriate instruction, as suggested by this guide, a student completing the program should demonstrate entry level skills in Operating Room Technology in the areas of knowledge, theoretical stucture, tool usage, diagnostic ability, related supportive skills and occupational survival skills.

As the student progresses through the program, sufficient competencies will be acquired to enable the student to enter the occupational field at the following D.O.T. Codes.*

| | |
|---|---|
| Surgical Technician | (D.O.T. Code 078.381-014) |

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*Dictionary of Occupational Titles, 1977 ed.

## DEFINITION OF D.O.T. CODE*

As a result of technological, economic and sociological influences, nearly every job in the economy is performed slightly differently from any other job. Every job is also similar to a number of other jobs. In order to look at the millions of jobs in an organized way, job titles are designated a 9-digit occupational code. Each set of three digits in the D.O.T. Code has a specific purpose or meaning that differentiates it from all other codes.

The first three digits of the D.O.T. Code identify a particular occupational group. In the code 652.382-010, the first digit indicates an occupational category. The second digit refers to a division within the occupational category. The third digit defines a specific occupational group within a division.

The middle three digits of the D.O.T. Code 652.382-010 are the worker function rating of the tasks performed in the occupation. Every job requires a worker to function, to some degree, in relation to data, people and things. A separate digit expresses the worker's relationship to each of these three groups. Worker functions involving more complex responsibility and judgment are assigned lower numbers while functions which are less complicated have high numbers.

The last three digits of the D.O.T. Code 652.382-010 indicate the alphabetical order of titles within 6-digit code groups. They serve to differentiate a particular occupation from all others. A number of occupations may have the same first six digits, but no two D.O.T. Code can have the same nine digits.

**Dictionary of Occupational Titles*, 1977 ed.

## DESCRIPTION OF OCCUPATIONAL EXIT POINTS*

079.374-022 SURGICAL TECHNICIAN (medical ser.) operating-room technician; surgical orderly.

Performs any combination of following tasks before, during, and after operation: Washes, shaves, and sterilizes operative area of patient. Scrubs hands and dons cap, mask, gown, and rubber gloves. Places equipment and supplies in operating room according to SURGEON'S (medical ser.) I directions, and arranges instruments as specified by NURSE, GENERAL DUTY (medical ser.). Aids team to don gowns and gloves. Maintains specified supply of such fluids as plasma, saline, blood, and glucose for use during operation: Adjusts lights and other equipment as directed. Washes and sterilizes used equipment, using germicides, autoclave, and sterilizer. Cleans operating room. Counts sponges, needles, and instruments used during operation. May assist in administering blood, plasma, or other injections and transfusions. May hand SURGEON (medical ser.) I instruments and supplies, hold retractors, and cut sutures, as directed during operation.

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*Dictionary of Occupational Titles, 1977 ed.

# SECTION III

## UNIT GUIDES

## Section III Content List

Unit Guide Description
Suggested Sequence of Unit Guides

In Section II, the relationship between the occupational area and program tasks was introduced. Section III continues this development by presenting, for each task, a unit guide for instructional planning and execution.

The instruction of specific tasks is central to vocational education. However, the value of a single task/competency to the student as a prospective member of the workforce is dependent upon the way in which that task/competency is related to other tasks and to the entire occupational area. Therefore, the Operating Room Technology Program Task Listing provides a sample organizational model for sequencing the instruction of program tasks.

## UNIT GUIDES DESCRIPTION

In this section the tasks to be taught in each course are presented in sequential order. Each task is listed on a separate page so that it may be taken out of the guide for daily lesson planning or regrouped with order tasks to fit the individual teacher's preference for teaching order. The task pages may be used for planning and executing group instruction or for individualized instruction. Each page in the UNIT GUIDES section contains the following information:

TASK: This is a short and concise statement of the task to be taught.

PERFORMANCE OBJECTIVE: The performance expected of the student after completing the unit is stated in stem form, without a specific statement of all conditions, equipment and performance standard (these are listed in a criterion referenced measure in the Evaluation section of the task page).

INSTRUCTIONAL ACTIVITIES: Suggested learning activities are presented. These activities include providing information, demonstration, practical applications and projects.

INSTRUCTIONAL MATERIALS: Suggested materials for carrying out the instructional activities are listed. These include textbooks, audiovisuals and equipment. Textbooks are referenced by author and title with the complete reference contained in the textbook list in the Instructional Resources section.

EVALUATION: This section contains a criterion referenced measure and reference to any test items or other evaluation measures that are available to teacher.

CLASS/LAB HOURS: The estimated time for completion of the instructional activities and the evaluation are indicated in both classroom and lab hours. Total instructional time would be the sum of these.

# OPERATING ROOM TECHNOLOGY TASK INDEX

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## TASK

AP-1 Describing cells, tissues, membranes, skin incisions and wound closure

## PERFORMANCE OBJECTIVE

Demonstrate a basic knowledge of the cells, tissues, membranes and skin, as it applies to incisions, wound closure and healing.

## INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Parts of a cell
b. Cell reproduction
c. Four major types of tissue
d. Types of membranes
e. Structures located in the skin layers
f. Functions of the skin and the value of skin secretions
g. Skin appendages
h. Abdominal skin incisions
i. Layers of skin encountered with each incision
j. Process of wound healing
k. Related medical terminology

## INSTRUCTIONAL MATERIALS

Textbooks:

a. Atkinson and Kohn, Berry and Kohn's Introduction to Operating Room Techniques
b. Anthony and Thibodeau, Textbook of Anatomy and Physiology
c. Chabner, The Language of Medicine: A Worktext Explaining Medical Terms
d. Frobisher and Feurst, Microbiology in Health and Disease

A/Vs:

Robert J. Brady, "Cells, Tissues, Membranes," filmstrip; "Skin," filmstrip

(Continued on back)

**LAB HOURS** ☐

**CLASS HOURS** 15

## EVALUATION (AP-1)

Given necessary information and related instruction, the student will demonstate a basic knowledge of the cells, tissues, membranes and skin as it applies to skin incisions, wound closure and healing. Evaluation will be by written examination and based on criteria specified by the instructor.

INSTRUCTIONAL MATERIALS

Textbooks:

e. LaMaitre and Finnegan, The Patient in Surgery: A Guide for Nurses
f. Memmler and Wood, Structure and Function of the Human Body
g. Rhodes and Grundemann, Alexander's Care of the Patient in Surgery
h. Thomas (Ed.), Taber's Cyclopedic Medical Dictionary

## TASK

AP-2 Describing the structure and classification of hernias

## PERFORMANCE OBJECTIVE

Demonstrate a basic knowledge of the operative procedures which are used to repair different types of hernias.

## INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Types of hernias encountered
b. Operative procedures used in repair of hernias
c. Diagnostic procedures
d. Specialty instruments used for hernia repair
e. Medical terminology relating to hernias

## INSTRUCTIONAL MATERIALS

Textbooks:

a. Atkinson and Kohn, Berry and Kohn's Introduction to Operating Room Techniques
b. Brooks, Instrumentation for the Operating Room: A Photographic Manual
c. Chabner, The Language of Medicine: A Worktext Explaining Medical Terms
d. LeMaitre and Finnegan, The Patient in Surgery: A Guide for Nurses
e. Rhodes and Grundemann, Alexander's Care of the Patient in Surgery
f. Thomas (Ed.), Taber's Cyclopedic Medical Dictionary

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| **LAB HOURS** | |
| **CLASS HOURS** | 12 |

## EVALUATION (AP-2)

Provided with necessary information and related instruction, the student will demonstrate a basic knowledge of the operative procedures which are used to repair different types of hernias. Evaluation will be by written examination and based on criteria specified by the instructor.

## TASK

AP-3 Describing the structure and classification of bones and muscles including orthopedic surgery

## PERFORMANCE OBJECTIVE

Demonstrate a basic knowledge of the skeletal and muscular structure and function as it applies to operative procedures performed to correct disorders, trauma and deformities of the system.

## INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Function of skeletal system
b. Major bone and muscles and muscular function
c. Joints, according to kind, structure and function
d. Types of movements produced by skeletal muscles
e. Signs and symptoms requiring orthopedic surgery
f. Different types of fractures
g. Operative procedures used in orthopedic surgery
h. Considerations involved with orthopedic surgery
i. Orthopedic specialty instruments

(Continued on back)

Laboratory Practice:

Have learner practice identifying instruments.

## INSTRUCTIONAL MATERIALS

Textbooks:

a. Atkinson and Kohn, Berry and Kohn's Introduction to Operating Room Techniques
b. Anthony and Thibodeau, Textbook of Anatomy and Physiology
c. Brooks, Instrumentation for the Operating Room: A Photographic Manual
d. Chabner, The Language of Medicine: A Worktext Explaining Medical Terms

(Continued on back)

Student Manuals:

Memmler and Wood, Workbook for Structure and Function of the Human Body

Equipment and Supplies:

a. Operating room table
b. Specialty instruments
c. Drapes
d. Pillows
e. Rolled sheets

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| LAB HOURS | |
| CLASS HOURS | 30 |

## EVALUATION (AP-3)

Given necessary information and related instruction, the student will demonstrate a basic knowledge of skeletal and muscular structure and function as it applies to operative procedures performed to correct disorders, trauma and deformities of the system. Evaluation will be by written examination and based on criteria specified by the instructor.

### INSTRUCTIONAL ACTIVITIES

Provide Information On:

j. Related medical terminology
k. Drugs relating to muscle skeletal system
l. Special orthopedic instruments
m. Application of plaster
n. Special parient positioning
o. Orthopedic draping

### INSTRUCTIONAL MATERIALS

Textbooks:

e. LeMaitre and Finnegan, The Patient in Surgery: A Guide for Nurses
f. Memmler and Wood, Structure and Function of the Human Body
g. Rhodes and Grundemann, Alexander's Care of the Patient in Surgery
h. Thomas (Ed.), Taber's Cyclopedic Medical Dictionary

A/Vs:

a. Robert J. Brady, "The Skeleton System," filmstrip; "The Muscular System," filmstrip
b. Army, "Fractures - An Introduction," movie film; "Rigid Medullary Fixation of Forearm Fractures," movie film
e. National Medical Audiovisual Center, "Fractures of the Shaft of the Femur," movie film

## TASK

AP-4 Describing the structure and classification of the nervous system including neurosurgery

## PERFORMANCE OBJECTIVE

Demonstrate a basic knowledge of the nervous system as it applies to diagnostic tests and operative procedures performed to determine and correct abnormal conditions or eradicate disease.

## INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Function and parts of nerve cell
b. Function and parts of the brain
c. Function of cranial and spinal nerves
d. Function of sympathetic and parasympathetic nervous system
e. Covering of brain and spinal cord
f. Structural and functional classification
g. Signs and syptoms relating to need for neurosurgery
h. Diagnostic procedures
i. Neurological operative procedures
j. Special instruments used in neurosurgery
k. Related medical terminology
l. Drugs relating to the nervous system

## INSTRUCTIONAL MATERIALS

Textbooks:

a. Atkinson and Kohn, Berry and Kohn's Introduction to Operating Room Techniques
b. Anthony and Thibodeau, Textbook of Anatomy and Physiology
c. Brooks, Instrumentation for the Operating Room: A Photographic Manual
d. Chabner, The Language of Medicine: A Worktext Explaining Medical Terms

(Continued on back)

Student Manuals:

Memmler and Wood, Workbook for Structure and Function of the Human Body

Equipment and Supplies:

Speciality instruments

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| LAB HOURS | |
| CLASS HOURS | 30 |

## EVALUATION (AP-4)

Provided with necessary information and related instruction, the student will demonstrate a basic knowledge of the nervous system as it applies to operative procedures and diagnostic tests performed to determine and correct abnormal conditions or eradicate disease. Evaluation will be by written examination and based on criteria specified by the instructor.

INSTRUCTIONAL MATERIALS

Textbooks:

e. LaMaitre and Finnegan, The Patient in Surgery: A Guide for Nurses
f. Memmler and Wood, Structure and Function of the Human Body
g. Rhodes and Grundemann, Alexander's Care of the Patient in Surgery
h. Squire and Clayton, Basic Pharmacology for Nurses
i. Thomas (Ed.), Taber's Cyclopedic Medical Dictionary

A/Vs:

a. Robert J. Brady, "Nervous System," filmstrip
b. Southern Bell, "Gateways to the Mind," movie film
c. Squibb Films, "Ruptured Lumbar Discs," movie film

## TASK

AP-5 Describing the structure and classification of the sense organs including ENT and ophthalmic surgery

**PERFORMANCE OBJECTIVE** Demonstrate a basic knowledge of the structure and function of the eye, ear, nose and throat as it applies to the operative procedures performed to correct abnormalities, repair injuries or eradicate disease.

## INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

a. AP-3 Respiratory system
b. AP-4 Nervous system

Provide Information On:

a. General and special senses
b. Structure and function of eye
c. Pathway of light
d. Coats, muscles and nerves of the eye
e. Structure and function of the ear
f. Path of hearing
g. Structure and function of the nose
h. Structure and function of throat including pharynx, larynx, tonsils and adnoids
i. Signs and symptoms requiring EENT surgery
j. Diagnostic procedures
k. Operative procedures involved in EENT surgery
l. Specialty instruments used in EENT surgery
m. Related medical terminology
n. Drugs relating to the eye, ear, nose and throat

## INSTRUCTIONAL MATERIALS

Textbooks:

a. Atkinson and Kohn, Berry and Kohn's Introduction to Operating Room Techniques
b. Anthony and Thibodeau, Textbook of Anatomy and Physiology
c. Brooks, Instrumentation for the Operating Room: A Photographic Manual
d. Chabner, The Language of Medicine: A Worktext Explaining Medical Terms

(Continued on back)

Student Manuals:

Memmler and Wood, Structure and Function of the Human Body

Equipment and Supplies:

Specialty instruments

LAB HOURS
CLASS HOURS 25

## EVALUATION (AP-5)

Provided with necessary information and related instruction, the student will demonstrate a basic knowledge of the structure and function of the eye, ear, nose and throat as it applies to the operative procedures performed to correct abnormalities, repair injuries or eradicate disease. Evaluation will be by written examination and based on criteria specified by the instructor.

INSTRUCTIONAL MATERIALS

Textbooks:

e. LeMaitre and Finnegan, The Patient in Surgery: A Guide for Nurses
f. Memmler and Wood, Structure and Function of the Human Body
g. Rhodes and Grundemann, Alexander's Care of the Patient in Surgery
h. Squire and Clayton, Basic Pharmacology for Nurses
i. Thomas (Ed.), Taber's Cyclopedic Medical Dictionary

A/Vs:

a. Robert J. Brady, "The Special Senses," filmstrip
b. Modern Talking Picture, "Micro-Sutures in Cataract Surgery," movie film
c. Southern Bell, "A Sense of Hearing," movie film
d. Association Films, "Anesthesiology in T & A," movie film; "Anatomy of the Ear," movie film
e. National Medical Audiovisual Center, "The Nose," movie film

## TASK

AP-6 Describing the structure of the blood, lymph and cardiovascular system including cardiovascular surgery

## PERFORMANCE OBJECTIVE

Demonstrate a basic knowledge of the structure and function of blood, lymph and the cardiovascular system as it applies to the diagnostic and operative procedures performed on the system.

## INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Purpose of blood
b. Function of blood constituents
c. Parts of heart
d. Blood traveling through heart
e. Disorders of the heart
f. Heartbeat and its control
g. Location and identification of major arteries and veins
h. Blood circulation throughout body
i. Structural differences in the blood vessels
j. Lymph circulation
k. Relationship of lymphnodes, tonsils, thymus and spleen
l. Signs and symptoms requiring cardiovascular surgery
m. Diagnostic procedures
n. Operative procedures for cardiovascular system
o. Specialty instruments used in cardiovascular surgery
p. Related medical terminology
q. Drugs relating to cardiovascular system

## INSTRUCTIONAL MATERIALS

Textbooks:

a. Atkinson and Kohn, Berry and Kohn's Introduction to Operating Room Techniques
b. Anthony and Thibodeau, Textbook of Anatomy and Physiology
c. Brooks, Instrumentation for the Operating Room: A Photographic Manual
d. Chabner, The Language of Medicine: A Worktext Explaining Medical Terms

(Continued on back)

Student Manuals:

Memmler and Wood, Workbook for Structure and Fuction of the Human Body

Equipment and Supplies:

a. Sthethescope
b. Sphygometer
c. Pen and pad
d. Specialty instruments

LAB HOURS

CLASS HOURS 36

## EVALUATION (AP-6)

Provided with necessary information and related instruction, the student will demonstrate a knowledge of the structure and function of blood, lymph and the cardiovascular system as it applies to the diagnostic and operative procedures performed on the system. Evaluation will be by written examination and based on criteria specified by the instructor.

INSTRUCTIONAL MATERIALS

Textbooks:

e. LeMaitre and Finnegan, The Patient in Surgery: A Guide for Nurses
f. Memmler and Wood, Structure and Function of the Human Body
g. Rhodes and Grundemann, Alexander's Care of the Patient in Surgery
h. Squire and Clayton, Basic Pharmacology for Nurses
i. Thomas (Ed.), Taber's Cyclopedic Medical Dictionary

A/Vs:

a. Robert J. Brady, "Cardiovascular System," filmstrip; "Lymphatic System," filmstrip
b. Southern Bell, "The Thread of Life," movie film; "Hemo the Magnificent," movie film
c. National Medical Audiovisual Center, "Carotid Endarterectomy," movie film

## TASK

AP-7 Describing the structure and classification of the digestive system including gastrointestinal and biliary surgery

## PERFORMANCE OBJECTIVE

Demonstrate a basic knowledge of the structure and function of the digestive, biliary, and related structures as it applies to the diagnostic and operative procedures performed on the system.

## INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Structure and function of digestive system
b. Basic nutrition
c. Organs of digestion and function of each
d. Process of digestion
e. Enzymes involved in digestion
f. Signs and symptoms of GI tract which require surgery
g. Endoscopic procedures
h. GI diagnostic procedures
i. Operative procedures of GI tract and accessory organs
j. GI specialty instruments
k. Related medical terminology
l. Drugs relating to GI system

## INSTRUCTIONAL MATERIALS

Textbooks:

a. Atkinson and Kohn, Berry and Kohn's Introduction to Operating Room Techniques
b. Anthony and Thibodeau, Textbook of Anatomy and Physiology
c. Brooks, Instrumentation for the Operating Room: A Photographic Manual
d. Chabner, The Language of Medicine: A Worktext Explaining Medical Terms

(Continued on back)

Student Manuals:

Memmler and Wood, Workbook for Structure and Function of the Human Body

Equipment and Supplies:

a. Specialty instruments
b. Staplers, TA, 90, LDS, EEA, GIA
c. Cholangiocath, renogratin
d. 35cc syringes (2)

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| LAB HOURS | |
| CLASS HOURS | 30 |

## EVALUATION (AP-7)

Provided with necessary information and related instruction, the student will demonstrate a basic knowledge of the structure and function of the digestive system, biliary system and related structures as it applies to the diagnostic and operative procedures performed on the system. Evaluation will be by written examination and based on criteria specified by the instructor.

INSTRUCTIONAL MATERIALS

Textbooks:

e. Howe, Basic Nutrition in Health and Disease
f. LeMaitre and Finnegan, The Patient in Surgery: A Guide for Nurses
g. Memmler and Wood, Structure and Function of the Human Body
h. Rhodes and Grundemann, Alexander's Care of the Patient in Surgery
i. Squire and Clayton, Basic Pharmacology for Nurses
j. Thomas (Ed.), Taber's Cyclopedic Medical Dictionary

## TASK

AP-8 Describing the structure and classification of the respiratory system including thoracic surgery

## PERFORMANCE OBJECTIVE

Demonstrate a basic knowledge of the structure and function of the respiratory system as it applies to the diagnostic and operative procedures performed in thoracic surgery.

## INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Pathway of air
b. Purpose of breathing
c. Organs of respiration
d. Normal phases and rate of respiration
e. Signs and symptoms requiring thoracic surgery
f. Diagnostic procedures involved
g. Operative procedures
h. Specialty instruments used in thoracic surgery
i. Related medical terminology
j. Drugs relating to respiratory system

## INSTRUCTIONAL MATERIALS

Textbooks:

a. Atkinson and Kohn, Berry and Kohn's Introduction to Operating Room Techniques
b. Anthony and Thibodeau, Textbook of Anatomy and Physiology
c. Brooks, Instrumentation for the Operating Room: A Photographic Manual
d. Chabner, The Language of Medicine: A Worktext Explaining Medical Terms

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Student Manuals:

Memmler and Wood, Workbook for Structure and Function of the Human Body

Equipment and Supplies:

a. Specialty instruments
b. Pen and pad
c. Watch with second hand

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|---|---|
| LAB HOURS | |
| CLASS HOURS | 20 |

## EVALUATION (AP-8)

Provided with necessary information and related instruction, the student will demonstrate a basic knowledge of the structure and function of the respiratory system as it applies to the diagnostic operative procedures performed in thoracic surgery. Evaluation will be by written examination and based on criteria specified by the instructor.

INSTRUCTIONAL MATERIALS

Textbooks:

e. LeMaitre and Finnegan, The Patient in Surgery: A Guide for Nurses
f. Memmler and Wood, Structure and Function of the Human Body
g. Rhodes and Grundemann, Alexander's Care of the Patient in Surgery
h. Squire and Clayton, Basic Pharmacology for Nurses
i. Thomas (Ed.), Taber's Cyclopedic Medical Dictionary

A/Vs:

Robert J. Brady, "The Respiratory System," filmstrip

## TASK

AP-9 Describing the structure and classification of the urinary system including GU surgery

## PERFORMANCE OBJECTIVE

Demonstrate a basic knowledge of the structure and function of the urinary system to the diagnostic and aparative procedures performed on the urinary system.

## INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Function of kidney and urinary system
b. Parts of the kidney
c. Parts of the urinary system
d. Process of urine formation and urine constituents
e. Signs and symptoms requiring surgery on GU systems
f. Incisions used in GU surgery
g. Endoscopic procedures performed on GU system
h. Diagnostic procedures used
i. Urological operative procedures
j. Specialty instruments used in GU surgery
k. Related medical terminology
l. Drugs relating to GU system

## INSTRUCTIONAL MATERIALS

Textbooks:

a. Atkinson and Kohn, Berry and Kohn's Introduction to Operating Room Techniques
b. Anthony and Thibodeau, Textbook of Anatomy and Physiology
c. Brooks, Instrumentation for the Operating Room: A Photographic Manual
d. Chabner, The Language of Medicine: A Worktext Explaining Medical Terms

Student Manuals:

Memmler and Wood, Workbook for Structure and Function of the Human Body

Equipment and Supplies:

Specialty instruments

(Continued on back)

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|---|---|
| LAB HOURS | |
| CLASS HOURS | 25 |

## EVALUATION (AP-9)

Provided with necessary information and related instruction, the student will demonstrate a basic knowledge of the structure and function of the urinary system as it applies to the diagnostic and operative procedures performed. Evaluation will be by written examination and based on criteria specified by the instructor.

### INSTRUCTIONAL MATERIALS

Textbooks:

e. LeMaitre and Finnegan, The Patient in Surgery: A Guide for Nurses
f. Memmler and Wood, Structure and Function of the Human Body
g. Rhodes and Grundemann, Alexander's Care of the Patient in Surgery
h. Squire and Clayton, Basic Pharmacology for Nurses
i. Thomas (Ed.), Taber's Cyclopedic Medical Dictionary

A/Vs:

a. Robert J. Brady, "The Urinary System," filmstrip
b. National Medical Audiovisual Center, "A Technique for Ideal Conduit Urinary Diversion," movie film
c. Merrell Film Library, "Abdominal Vaginal Approach to Stress Incontinence," movie film
d. Army, "Nephroureterectomy," movie film

## TASK

AP-10 Describing the structure and classification of the endocrine system including thyroid and parathyroid surgery

## PERFORMANCE OBJECTIVE

Demonstrate a basic knowledge of the structure and function of the endocrine system as it applies to the diagnostic and operative procedures performed in thyroid and parathyroid surgery.

## INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Structure and function of endocrine glands
b. Differentiation between endocrine and exocrine glands and their secretions
c. Identification of endocrine glands
d. Hormones secreted
e. Function of hormones secreted
f. Signs and symptoms requiring surgery
g. Diagnostic procedures
h. Operative procedures performed on thyroid and parathyroid glands
i. Specialty instruments used
j. Related medical terminology
k. Drugs relating to endocrine system

## INSTRUCTIONAL MATERIALS

Textbooks:

a. Atkinson and Kohn, Berry and Kohn's Introduction to Operating Room Techniques
b. Anthony and Thibodeau, Textbook of Anatomy and Physiology
c. Brooks, Instrumentation for the Operating Room: A Photographic Manual
d. Chabner, The Language of of Medicine: A Worktext Explaining Medical Terms

Student Manuals:

Memmler and Wood, Structure and Function of the Human Body

Equipment and Supplies:

Specialty instruments

(Continued on back)

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|---|---|
| LAB HOURS | |
| CLASS HOURS | 25 |

## EVALUATION (AP-10)

Provided with necessary information and related instruction, the student will demonstrate a basic knowledge of the structure and function of the endocrine system as it applies to the diagnostic and operative procedures performed in thyroid and parathyroid surgery. Evaluation will be by written examination and based on criteria specified by the instructor.

### INSTRUCTIONAL MATERIALS

Textbooks:

e. LaMaitre and Finnegan, The Patient in Surgery: A Guide for Nurses
f. Memmler and Wood, Structure and Function of the Human Body
g. Rhodes and Grundemann, Alexander's Care of the Patient in Surgery
h. Squire and Clayton, Basic Pharmacology for Nurses
i. Thomas (Ed.), Taber's Cyclopedic Medical Dictionary

A/Vs:

Robert J. Brady, "The Endocrine System," filmstrip

## TASK

**AP-11** Describing the structure and classification of the reproductive system including breast and GYN surgery

## PERFORMANCE OBJECTIVE

Demonstrate a basic knowledge of the structure and function of the reproductive system and breast as it applies to the diagnostic and operative procedures performed in GYN and breast surgery.

## INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Male and female organs of the reproductive system
b. Function of the reproductive system
c. Diagnostic tests
d. Signs and symptoms requiring GYN surgery
e. Operative procedures involved with breast and GYN surgery
f. Incisions used for GYN and breast surgery
g. Special instruments used in GYN surgery
h. Related medical terminology
i. Drugs relating to the reproductive system

## INSTRUCTIONAL MATERIALS

Textbooks:

a. Atkinson and Kohn, *Berry and Kohn's Introduction to Operating Room Techniques*
b. Anthony and Thibodeau, *Textbook of Anatomy and Physiology*
c. Chabner, *The Language of Medicine: A Worktext Explaining Medical Terms*
d. Brooks, *Instrumentation for the Operating Room: A Photographic Manual*

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Student Manuals:

Memmler and Wood, *Workbook for Structure and Function of the Human Body*

Equipment and Supplies:

Speciality instruments

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|---|---|
| LAB HOURS | |
| CLASS HOURS | 30 |

## EVALUATION (AP-11)

Provided with necessary information and related instruction, the student will demonstrate a basic knowledge of the structure and function of the reproductive system and breast as it applies to the diagnostic and operative procedures performed in GYN and breast surgery. Evaluation will be by written examination and based on criteria specified by the instructor.

### INSTRUCTIONAL MATERIALS

Textbooks:

e. LeMaitre and Finnegan, The Patient in Surgery: A Guide for Nurses
f. Memmler and Wood, Structure and Function of the Human Body
g. Rhodes and Grundemann, Alexander's Care of the Patient in Surgery
h. Squire and Clayton, Basic Pharmocology for Nurses
i. Thomas (Ed.), Taber's Cyclopedic Medical Dictionary

A/Vs:

a. Robert J. Brady, "The Reproductive System," filmstrip; "Reproduction Humans," filmstrip
b. Modern Talking Pictures, "Modern Obstetrics: Ceasarean Section," movie film
c. Merrell Film Library, "Radical Hysterectomy," movie film; "Laparoscopy: The View Within," movie film
d. Association Films, "Diagnosis and Treatment of Ectopic Pregnancy by Colpotomy," movie film; "Modified Radical Mastectomy," movie film
e. National Medical Audiovisual Center, "Vaginal Hysterectomy," movie film

## TASK

AP-12 Describing the structure and classification of pediatric surgery

## PERFORMANCE OBJECTIVE

Demonstrate a basic knowledge of differences in adult and pediatric patients as it applies to surgery.

## INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Special needs involved with pediatric surgery
b. Conditions which are peculiar to infants which require surgery
c. Operative procedures
d. Specialty instruments
e. Medical terminology relating to pediatrics
f. Drug and dosages relating to pediatrics

## INSTRUCTIONAL MATERIALS

Textbooks:

a. Atkinson and Kohn, Berry and Kohn's Introduction to Operating Room Techniques
b. Brooks, Instrumentation for the Operating Room: A Photographic Manual
c. Chabner, The Language of Medicine: A Worktext Explaining Medical Terms
d. LeMaitre and Finnegan, The Patient in Surgery: A Guide for Nurses

(Continued on back)

Equipment and Supplies:

Specialty instruments

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|---|---|
| LAB HOURS | |
| CLASS HOURS | 17 |

## EVALUATION (AP-12)

Provided with necessary information and related instruction, the student will demonstrate a basic knowledge of the differences in adult and pediatric patients as it applies to surgery. Evaluation will be by written examination and based on criteria specified by the instructor.

INSTRUCTIONAL MATERIALS

Textbooks:

e. Rhodes and Grundemann, Alexander's Care of the Patient in Surgery
f. Squire and Clayton, Basic Pharmacology for Nurses
g. Thomas (Ed.), Taber's Cyclopedic Medical Dictionary

A/Vs:

a. Davis and Geek, "I'm Not a Small Adult," movie film
b. Wyeth Film Library, "Premedication in Pediatric Surgery," movie film

## TASK

AP-13 Describing the structure and classification of reconstructive plastic surgery

## PERFORMANCE OBJECTIVE

Demonstrate the basic knowledge needed to assist the surgical team in performing the special techniques used in plastic and reconstructive surgery.

## INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Conditions which require plastic surgery
b. Various operative procedures performed
c. Specialty instruments
d. Medical terminology relating to plastic and reconstructive surgery
e. Skin grafts
f. Dermatones
g. Drugs relating to plastic and reconstructive surgery

## INSTRUCTIONAL MATERIALS

Textbooks:

a. Atkinson and Thibodeau, Textbook of Anatomy and Physiology
b. Brooks, Instrumentation for the Operating Room: A Photographic Manual
c. Chabner, The Language of Medicine: A Worktext Explaining Medical Terms
d. LeMaitre and Finnegan, The Patient in Surgery: A Guide for Nurses

(Continued on back)

Equipment and Supplies:

Specialty instruments

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| LAB HOURS | |
| CLASS HOURS | 17 |

## **EVALUATION** (AP-13)

Provided with necessary information and related instruction, the student will demonstrate the basic knowledge needed to assist the surgical team in performing the special techniques used in plastic and reconstructive surgery. Evaluation will be by written examination and based on criteria specified by the instructor.

INSTRUCTIONAL MATERIALS

e. Rhodes and Grundemann, Alexander's Care of the Patient in Surgery
f. Squire and Clayton, Basic Pharmacology for Nurses
g. Thomas (Ed.), Taber's Cyclopedic Medical Dictionary

A/Vs:

National Medical Audiovisual Center, "To Face Life Again," movie film

## TASK

VS-1 Measuring and recording pulse and respiration

## PERFORMANCE OBJECTIVE

Determine a patient's pulse and respiration rate.

## INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Cardio-vascular system
b. Respiratory system
c. Definition of rate, strength and rhythm of pulse and respiration rate
d. Normal pulse and respiration rate for adults and children
e. Types of irregularities in pulse and respiration and recognizing them
f. Pulse points
g. Equipment used
h. Steps of procedure

Demonstration of Task:

By instructor

Laboratory Practice:

Have learner practice taking pulse and respiration of classmates.

Clinical Application:

Have learner take a patient's pulse and respiration.

## INSTRUCTIONAL MATERIALS

Textbooks:

a. Anthony and Thibodeau, Textbook of Anatomy and Physiology
b. Atkinson and Kohn, Berry and Kohn's Introduction to Operating Room Techniques
c. Memmler and Wood, Structure and Function of the Human Body

A/Vs:

Trainex, "Temperature, Pulse, and Respiration," filmstrip

Equipment and Supplies:

a. Watch with second hand
b. Pen
c. Note pad

**LAB HOURS** 3

**CLASS HOURS** 2

## EVALUATION (VS-1)

Given a patient, watch with a second hand, note pad and pen, the student will measure and record the pulse rate (radial, temporal, femoral, carotid and pedal as designated by your instructor) of a patient. Count must be accurate within ±2 of that found by the instructor and the force and rhythm reported must agree with instructor's findings. Respiratory rate must be accurate to within ±2.

## TASK

VS-2 Taking blood pressure

## PERFORMANCE OBJECTIVE

Take a patient's blood pressure.

## INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Cardio-vascular system
b. Definition of blood pressure
c. Normal ranges of blood pressure
d. Causes of abnormalities in blood pressure
e. Importance of accurate blood pressure in the operating room setting
f. Equipment used
g. Steps of procedure

Demonstration of Task:

By instructor

Laboratory Practice:

Have learner take the blood pressure of classmates with the instructor monitoring with a teaching stethescope.

Clinical Application:

Have learner take a patient's blood pressure.

## INSTRUCTIONAL MATERIALS

Textbooks:

a. Anthony and Thibodeau, Textbook of Anatomy and Physiology
b. Atkinson and Kohn, Berry and Kohn's Introduction to Operating Room Techniques
c. Memmler and Wood, Structure and Function of the Human Body

A/Vs:

Trainex, "Blood Pressure," filmstrip

Equipment and Supplies:

a. Sphygmomanometer
b. Stethescope
c. Teaching stethescope
d. Pen and pad

| | |
|---|---|
| LAB HOURS | 5 |
| CLASS HOURS | 2 |

## EVALUATION (VS-2)

Given a patient, stethoscope and blood pressure cuff, the student will take blood pressure. Both the systolic and diastolic readings must be within ±4 points of that found by the instructor.

## TASK

VS-3 Administering cardiopulmonary resuscitation

## PERFORMANCE OBJECTIVE

Perform external cardiac compressions on an adult, child and/or infant using single rescuer and two rescuers methods.

## INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

a. VS-1 Measuring and recording pulse and respiration
b. VS-2 Taking blood pressure

Provide Information On:

a. Relation of cardiac and pulmonary function
b. Definition of cardiac arrest
c. Causes of cardiac arrest
d. Signs of cardiac arrest
e. Differences in dealing with adults, children and infants
f. Purpose of CPR
g. Steps of procedure

Demonstration of Task:

By licensed instructor

Laboratory Practice:

Have learner practice the steps of procedure on an adult and infant mannikin.

Clinical Application:

Have learner certified by completing an authorized course.

## INSTRUCTIONAL MATERIALS

Textbooks:

a. Anthony and Thibodeau, Textbook of Anatomy and Physiology
b. Atkinson and Kohn, Berry and Kohn's Introduction to Operating Room Techniques
c. Georgia Heart Association Publications
d. Memmler and Wood, Structure and Function of the Human Body

(Continued on back)

Equipment and Supplies:

Resusi-mannikin (adult and infant)

| | |
|---|---|
| LAB HOURS | 8 |
| CLASS HOURS | 3 |

## EVALUATION (VS-3)

Given a patient requiring restoration of respiration and circulation, the student will assist in administering cardiopulmonary resuscitation. The required compressions and ventilations for adults, children and infants must be completed in accordance with American Heart Association standards.

INSTRUCTIONAL MATERIALS

Textbooks:

e. Red Cross Manual
f. Rhodes and Grundemann, Alexander's Care of the Patient in Surgery

A/Vs:

Provided by resource person

## TASK

PP-1 Assisting in introducing patients to operative procedures

## PERFORMANCE OBJECTIVE

Assist in introducing the patient to operative procedures.

## INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Identifying patient's mental attitude toward surgery
b. Coping with the emotional needs of the patient
c. Physical preparation of the patient for surgery
d. Steps in procedure

Demonstration of Task:

By Instructor

Laboratory Practice:

Have the learner practice the task using classmates as the patient.

Clinical Application:

Have learner meet and prepare a patient for surgery meeting the physical and psychological needs.

## INSTRUCTIONAL MATERIALS

Textbooks:

a. Atkinson and Kohn, Berry and Kohn's Introduction to Operating Room Techniques
b. LeMaitre and Finnegan, The Patient in Surgery: A Guide for Nurses
c. Rhodes and Grundemann, Alexander's Care of the Patient in Surgery

A/Vs:

Trainex, "Operating Room - Admitting the Patient for Surgery," filmstrip

| | |
|---|---|
| LAB HOURS | |
| CLASS HOURS | 3 |

**EVALUATION** (PP-1)

Given a patient being prepared for surgery, the student will assist in introducing patient to operative procedures. Patient must be oriented to operative procedures according to institutional guidelines.

## TASK

PP-2 Assisting with or shaving operative site (shave prep.)

## PERFORMANCE OBJECTIVE

Shave the hair around the operative site.

## INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Checking patient's chart for area to be shaved
b. Providing for patient's modesty to prevent emotional trauma to the patient
c. Obtaining equipment needed
d. Identifying area to be shaved
e. Providing supportive care to the patient
f. Procedure required in shaving patient

Demonstration of Task:

By instructor

Clinical Application:

Have learner shave an operative site.

## INSTRUCTIONAL MATERIALS

Textbooks:

a. Atkinson and Kohn, Berry and Kohn's Introduction to Operating Room Techniques
b. Grubb and Ondov, Operating Room Guidelines: An Illustrated Manual

Equipment and Supplies:

a. Shave prep tray
b. 4 x 4's
c. Razor
d. Water, phisohex
e. Applicators
f. Water-proof barrier
g. Exam gloves

| | |
|---|---|
| LAB HOURS | 6 |
| CLASS HOURS | 3 |

## EVALUATION (PP-2)

Provided a patient scheduled for surgery and the necessary equipment and supplies, the student will assist with or shave operative site. The required prep solution must be used and the prep site must be shaved free of hair without causing undue irritation or injury.

## TASK

MSR-1 Preparing or updating case and procedure cards for surgery

## PERFORMANCE OBJECTIVE

Prepare and update surgeon's preference cards.

## INSTRUCTIONAL ACTIVITIES

**Provide Information On:**

a. Definition of preference cards
b. Items to be kept on cards
c. Updating cards
d. Use of cards in operating room

**Demonstration of Task:**

By instructor

**Laboratory Practice:**

Have learner observe a surgical procedure and prepare a preference card for the surgeon and sugrical procedure observed.

## INSTRUCTIONAL MATERIALS

**Textbooks:**

Atkinson and Kohn, Berry and Kohn's Introduction to Operating Room Techniques

**Equipment and Supplies:**

a. Preference cards
b. Pen

| | |
|---|---|
| LAB HOURS | |
| CLASS HOURS | 3 |

## EVALUATION (MSR-1)

Given case and procedure information for surgical procedures, the student will prepare or update procedure cards. Cards must be completed with 100% accuracy.

## TASK

MSR-2 Completing patient operating room forms and patient records for surgery

## PERFORMANCE OBJECTIVE

Complete patient operating room forms and patient records for surgery.

## INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Various operating room forms
b. Legalities in operating room nursing
c. Modes and methods in completing these forms

Demonstration of Task:

By instructor

Clinical Application:

Have students assist the circulating nurse in completing the patient operating room forms and records.

## INSTRUCTIONAL MATERIALS

Textbooks:

a. Atkinson and Kohn, Berry and Kohn's Introduction to Operating Room Techniques
b. Grubb and Ondov, Operating Room Guidelines: An Illustrated Manual

Equipment and Supplies:

a. Various operating room forms and records
b. Pen

| | |
|---|---|
| LAB HOURS | |
| CLASS HOURS | 6 |

## **EVALUATION** (MSR-2)

Given patient operating room forms and patient records, the student will complete all patient operating room forms and records. Specified information must be recorded with 100 percent accuracy.

## TASK

ISS-1 Testing a sterilizer (ETO, steam) with biological indicators

## PERFORMANCE OBJECTIVE

Test a sterilizer (ETO, steam) with biological indicators.

## INSTRUCTIONAL ACTIVITIES

### Provide Information On:

a. Basic microbiology principles
    1. Heat resistant organisms
    2. Gas register organisms
b. Sterilization by
    1. Heat
    2. Gas
    3. Dialder hyde solution
c. Use and operation of autoclaves
d. Test indicators used and why
e. Cleaning autoclaves
f. Basic sterility in operating room

(Continued on back)

### Demonstration of Task:

By instructor

### Laboratory Practice:

Have students demonstrate proper use and operation of the steam and EO autoclaves and the biological test indicators.

## INSTRUCTIONAL MATERIALS

### Textbooks:

a. Forbisher and Fuest, Microbiology in Health and Disease
b. Rhodes and Grundemann, Alexander's Care of the Patient in Surgery
c. Grubb and Ondov, Operating Room Guidelines: An Illustrated Manual

### Equipment and Supplies:

a. Autoclave indicators
b. (EO) and steam autoclaves
c. Wrapped supplies to be added into autoclave
d. Cleaning supplies for autoclaves

**LAB HOURS** 8

**CLASS HOURS** 4

## EVALUATION (ISS-1)

Given a sterilizer (ETO, steam) and biological indicators, the student will test the sterilizer with biological indicators. This procedure must be accomplished according to agency policy.

## TASK

ISS-2 Packaging supplies and equipment for sterilization

## PERFORMANCE OBJECTIVE

Package supplies and equipment for sterilization.

## INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Items to be gas autoclaved
b. Items to be steam autoclaved
c. Types of packaging used
d. Proper packaging and labeling of item to be sterilized
e. Gas autoclave tape
f. Steam autoclave tape

Demonstration of Task:

By instructor

Laboratory Practice:

Have the students wrap and label items for the appropriate sterilization method.

## INSTRUCTIONAL MATERIALS

Textbooks:

a. Rhodes and Grundemann, *Alexander's Care of the Patient in Surgery*
b. Atkinson and Kohn, *Berry and Kohn's Introduction to Operating Room Techniques*
c. Grubb and Ondov, *Operating Room Guidelines: An Illustrated Manual*

Equipment and Supplies:

a. Various packaging materials
b. Autoclave tape
c. Pen
d. Instrument and supplies to be packaged

**LAB HOURS** 12

**CLASS HOURS** 3

**EVALUATION** (ISS-2)

Given decontaminated supplies to be packaged, the student will package the supplies for sterilization. Supplies must be packaged according to types of items to be sterilized and sterilization indicators included according to the policy and procedure of the agency.

## TASK

ISS-3 Handing sterile packages and sterile solutions

## PERFORMANCE OBJECTIVE

Open sterile packages and pour sterile solutions.

## INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Surgical asepsis
b. How contamination occurs
c. Procedure for opening a sterile package
d. Procedure for pouring a sterile solution

Demonstration of Task:

By instructor or peer who has mastered the task

Laboratory Practice:

Have learner practice the procedure.

Clinical Application:

Have learner open a sterile package and pour a sterile solution.

## INSTRUCTIONAL MATERIALS

Textbooks:

a. Atkinson and Kohn, *Berry and Kohn's Introduction to Operating Room Techniques*
b. Grubb and Ondov, *Operating Room Guidelines: An Illustrated Manual*

Equipment and Supplies:

a. Sterile packages
b. Sterile solutions
c. Tray
d. Drapes

**LAB HOURS** 10

**CLASS HOURS** 4

## EVALUATION (ISS-3)

Given packages containing sterile items, a bottle of sterile solution and a sterile container, the student will open the sterile package and pour the sterile solution. Contents of packages must not be touched by any nonsterile surfaces, and the solution must be poured without comtamination of the container and/or sterile field.

## TASK

CD-1 Checking electrical equipment in operating room

## PERFORMANCE OBJECTIVE

Check the condition of the electrical equipment in the operating room.

## INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Type of power specified for equipment
b. Proper cleaning procedure for equipment
c. Connecting and disconnecting electrical equipment
d. Care of air surgical instruments
e. Changing light bulbs for operating lights
f. Guidelines for use of K-pads, K-thermia units
g. Guidelines for cryosurgical units, electrosurgical units and suction machines

(Continued on back)

Demonstration of Task:

By instructor

Laboratory Practice:

a. Check and connect electrical equipment.
b. Inspect electrical equipment for proper functioning.
c. Identify electrical equipment used in the operating room.

## INSTRUCTIONAL MATERIALS

Textbooks:

a. Atkinson and Kohn, *Berry and Kohn's Introduction to Operating Room Techniques*
b. Grubb and Ondov, *Operating Room Guidelines: An Illustrated Manual*
c. Rhodes and Grundemann, *Alexander's Care of the Patient in Surgery*

Equipment and Supplies:

Equipped operating room

LAB HOURS 3
CLASS HOURS 2

## EVALUATION (CD-1)

Given an operating room and its electrical equipment, the student will check equipment in operating room for safe operation. If frayed, broken or burned cords, motors and/or switches are detected, deficiencies must always be noted and reported to immediate supervisor.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

h. Guidelines necessary when using light sources when using endoscopes
i. Use of operating microscope

## TASK

CD-2 Inspecting emergency equipment and supplies for operation

## PERFORMANCE OBJECTIVE

Inspect emergency equipment and supplies for operation.

## INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Use of doctor's preference cards
b. Equipment and supplies used in operating room
c. Specialty equipment used in operating room
d. Procedures for selecting supplies and equipment to be used in operating room
e. Checking equipment to use for various surgical procedures
f. Locating various supplies and equipment for use in operating room

Demonstration of Task:

By instructor

Laboratory Practice:

Have the students locate, check and select the various supplies and equipment needed for a specific procedure.

## INSTRUCTIONAL MATERIALS

Textbooks:

a. Atkinson and Kohn, *Berry and Kohn's Introduction to Operating Room Techniques*
b. Rhodes and Grundemann, *Alexander's Care of the Patient in Surgery*
c. Grubb and Ondov, *Operating Room Guidelines: An Illustrated Manual*

Equipment and Supplies:

Operating room equipment and supplies

**LAB HOURS** 5

**CLASS HOURS** 2

## EVALUATION (CD-2)

Provided emergency equipment and supplies and an inspection form, the student will inspect designated emergency items for operation and quantity. The emergency items must be ready for use and counted without error.

## TASK

CD-3 Lifting and moving objects and patients

## PERFORMANCE OBJECTIVE

Demonstrate the proper procedures for using proper balance and alignment to lift and move objects and patients.

## INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Terminology and anatomy
b. Center of gravity
c. Line of gravity
d. Base of support
e. Perpendicular line
f. Importance of proper balance and alignment
g. Steps of procedure

Demonstration of Task:

By instructor

Laboratory Practice:

Have learner practice lifting and moving objects and patients using other students as patients.

## INSTRUCTIONAL MATERIALS

Textbooks:

a. Rhodes and Grundemann, *Alexander's Care of the Patient in Surgery*
b. Atkinson and Kohn, *Berry and Kohn's Introduction to Operating Room Techniques*
c. Grubb and Ondov, *Operating Room Guidelines: An Illustrated Manual*

**LAB HOURS** 5
**CLASS HOURS** 2

## EVALUATION (CD-3)

Given an object or patient, the student will lift and move the object or patient. The proper balance and alignment must be demonstrated.

## TASK

CD-4 Transferring patients to and from bed or stretcher and operating room table

## PERFORMANCE OBJECTIVE

Transfer the patient from the operating room table to the bed or stretcher for transportation to the recovery room.

## INSTRUCTIONAL ACTIVITIES

Prerequisite Task:

CD-3 Lifting and moving objects and patients

Provide Information On:

a. Types of transfer to stretcher
b. Safety procedures
c. Anesthesia assistance
d. Steps of procedure

Demonstration of Task:

By instructor

Laboratory Practice:

Have learner practice the task using classmates as the co-workers and the patient.

Clinical Application:

Have learner transfer patient from operating room table to bed or stretcher and transport the patient to the recovery room.

## INSTRUCTIONAL MATERIALS

Textbooks:

a. Atkinson and Kohn, Berry and Kohn's Introduction to Operating Room Techniques
b. Rhodes and Grundemann, Alexander's Care of the Patient in Surgery

Equipment and Supplies:

a. Stretcher
b. Operating room table
c. Draw sheet
d. Davis roller
e. Co-workers

| | |
|---|---|
| LAB HOURS | 5 |
| CLASS HOURS | 2 |

## EVALUATION (CD-4)

Provided a patient, bed, stretcher and the assistance of co-workers, the student will transfer patient to and from bed or stretcher and operating room table. The patient must be transferred without harm. The following criteria must be met:

1. The patient must be moved in a safe manner consistent with the patient's condition
2. Principles of body mechanics must be practiced

## TASK

CD-5 Transporting patient by stretcher, litter or gurney

## PERFORMANCE OBJECTIVE

Transport a patient by stretcher, litter or gurney.

## INSTRUCTIONAL ACTIVITIES

### Prerequisite Tasks:

a. CD-3 Lifting and moving objects and patients
b. CD-4 Transferring patients to and from bed or stretcher and operating room table

### Provide Information On:

a. Obtaining and checking patient's chart
b. Taking stretcher to patients room
c. Safety precautions in moving patients
d. Moving the stretcher

(Continued on back)

### Demonstration of Task:

By instructor

### Laboratory Practice:

a. Prepare the stretcher
b. Transport the patient from unit or to operating room suite
c. Transfer patient to the operating room table
d. Transport patient from operating room suite to recovery room

### Clinical Application:

Have learner transport a patient in a hospital.

## INSTRUCTIONAL MATERIALS

### Textbooks:

a. Atkinson and Kohn, *Berry and Kohn's Introduction to Operating Room Techniques*
b. Grubb and Ondov, *Operating Room Guidelines: An Illustrated Manual*

### A/Vs:

(Continued on back)

### Equipment and Supplies:

a. Patient's bed
b. Stretcher
c. Operating room table
d. Pillow and case
e. Sheet and blanket
f. Patient's chart
g. Pen and pad

| | |
|---|---|
| **LAB HOURS** | 5 |
| **CLASS HOURS** | 2 |

## EVALUATION (CD-5)

Given a patient to be moved on a stretcher, litter or gurney, the student will transport patient through corridors, onto elevator and around corners as designated. The patient must be transported safely without injury or undue discomfort.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

e. Transferring patient
    1. Without roller
    2. With roller
    3. Without drawsheet
    4. With drawsheet

INSTRUCTIONAL MATERIALS

A/Vs:

a. Trainex, "Patient Transportation," filmstrip
b. Davis and Geck, "Transportation of the Patient to the Operating Room," movie film

## TASK

CD-6 Positioning the patient for surgery and raising and lowering table during surgery

## PERFORMANCE OBJECTIVE

Position a patient for specific surgical procedures.

## INSTRUCTIONAL ACTIVITIES

Prerequisite Task:

PP-2 Preparing patients for surgery

Provide Information On:

a. Body cavities
b. Planes of the body
c. Systems of the body
d. Basic surgical positions
e. Safety straps
f. Vocabulary relating to task

Demonstration of Task:

By instructor

Laboratory Practice:

Have learner practice each specific surgical position using classmates as the co-workers and patient.

Clinical Application:

Have learner demonstrate ability to place patient in specific surgical positions.

## INSTRUCTIONAL MATERIALS

Textbooks:

a. Memler and Wood, Structure and Function of the Human Body
b. Anthony and Thibodeau, Textbook of Anatomy and Physiology
c. Rhodes and Grundemann, Alexander's Care of the Patient in Surgery

(Continued on back)

Equipment and Supplies:

a. Operating room table
b. Stretcher
c. Rolled sheets
d. Arm boards
e. Leg stirrups
f. Pillows
g. Safety straps

| | |
|---|---|
| LAB HOURS | 9 |
| CLASS HOURS | 5 |

## EVALUATION (CD-6)

Given a patient, an operating table and the necessary supplies, the student will position patient and table and adjust operating room table during surgery. The patient must be correctly positioned, restrained and adjusted as directed by the surgeon and the anesthetist.

INSTRUCTIONAL MATERIALS

Textbooks:

d. Atkinson and Kohn, Berry and Kohn's Introduction to Operating Room Techniques
e. Chambner, The Language of Medicine: A Worktext Explaining Medical Terms
f. LeMaitre and Finnegam, The Patient in Surgery: A Guide for Nurses

A/Vs:

Trainex, "Operating Room Positioning I - Supine and Lithomy," filmstrip; "Operating Room Positioning II - Lateral, Prone and Jackknife," filmstrip

## TASK

CD-7 Measuring and pouring solutions for surgery

## PERFORMANCE OBJECTIVE

Measure and pour solutions for surgery.

## INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Sterile solutions used in surgery
b. Methods of measuring and pouring solutions

Demonstration of Task:

By instructor

Clinical Application:

Have the students correctly measure and pour solutions in the operating room.

## INSTRUCTIONAL MATERIALS

Textbooks:

a. Atkinson and Kohn, Berry and Kohn's Introduction to Operating Room Techniques
b. Rhodes and Grundemann, Alexander's Care of the Patient in Surgery
c. Grubb and Ondov, Operating Room Guidelines: An Illustrated Manual

Equipment and Supplies:

a. Basins
b. Solutions

| | |
|---|---|
| LAB HOURS | 3 |
| CLASS HOURS | 1 |

## EVALUATION (CD-7)

Given bottles of sterile solutions and sterile containers, the student will measure and pour solutions for surgery. The solutions must be measured in amounts specified by supervisor and poured without spillage.

## TASK

CD-8 Assisting with or prepping operative site

## PERFORMANCE OBJECTIVE

Apply antiseptic to the operative site.

## INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

a. ISS-3 Handling sterile packages and sterile solutions
b. CD-6 Positioning the patient and table

Provide Information On:

a. Identification of area to be prepped
b. Gathering equipment needed
c. Setting up for prep
d. Determining prep solutions to be used
e. Basic prep procedures for clean areas

(Continued on back)

Provide Demonstration On:

a. Abdominal prepping
b. Extremity prepping
c. Vaginal prepping
d. Head and neck prepping

Laboratory Practice:

Given a specific operative procedure, have learner practice assembling equipment needed, identifying area to be prepped, gloving using open glove method and performing the operative prep on a mannikin.

Clinical Application:

Have learner prep operative site on a patient.

## INSTRUCTIONAL MATERIALS

Textbooks:

a. Atkinson and Kohn, Berry and Kohn's Introduction to Operating Room Techniques
b. Grubb and Ondov, Operating Room Guidelines: An Illustrated Manual

A/Vs:

(Continued on back)

Equipment and Supplies:

a. Sterile gloves
b. Prep solutions
c. Prep sponges
d. Sterile sponge sticks
e. Prep basin
f. Sterile towel
g. Sterile barrier

**LAB HOURS** 6
**CLASS HOURS** 2

## EVALUATION (CD-8)

Provided patient, antiseptic, equipment and supplies, the student will prep the operative site. The antiseptic must always be applied to operative site according to accepted agency standards.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

f. Contaminated areas within the operative field
g. Areas prepared for grafts
h. Special considerations in specific anatomic areas

INSTRUCTIONAL MATERIALS

A/Vs:

a. Trainex, "Preoperative Skin Preparation," filmstrip
b. Davis and Geck, "Disinfection of the Skin," movie film; "Preoperative Skin Preparation," movie film

## TASK

CD-9 Inserting Foley catheter

## PERFORMANCE OBJECTIVE

Aseptically insert and connect the Foley catheter in the surgical patient.

## INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Urinary system, male and female
b. Catherization

Demonstration of Task:

By instructor

Laboratory Practice:

Have the students practice catherization of both male and female using a mannikin.

Clinical Application:

Have the students perform catherization and connection of the urinary drainage tubing for a patient.

## INSTRUCTIONAL MATERIALS

Textbooks:

a. Memler and Wood, Workbook for Structure and Function of the Human Body
b. Atkinson and Kohn, Berry and Kohn's Introduction to Operating Room Techniques
c. Rhodes and Grundemann, Alexander's Care of the Patient in Surgery
d. Grubb and Ondov, Operating Room Guidelines: An Illustrated Manual

A/Vs:

Trainex, "Urinary Catherization," slide/tape

Equipment and Supplies:

a. Prep equipment
b. Sterile gloves
c. 6 cc syringe
d. Catheter
e. Prep basin
f. Urinary drainage bag
g. Mannikin

**LAB HOURS** 6

**CLASS HOURS** 2

## EVALUATION (CD-9)

Given a patient, Foley catheter, insertion kit, and a drainage bag, the student will insert the catheter. Catheter must be inserted into bladder using aseptic technique until urine drains from bladder.

## TASK

CD-10 Grounding patient and connecting electro-cautery unit

## PERFORMANCE OBJECTIVE

Applying the grounding plate and connect the electrosurgical unit for electrosurgery in the operating room.

## INSTRUCTIONAL ACTIVITIES

Prerequisite Task:

CD-1 Checking electrical equipment in operating room air safe conditions

Provide Information On:

a. Electrosurgery
b. Function of electrodes
    1. Active electrodes
    2. Inactive electrodes
    3. Monapolar units
    4. Bipolar units
c. Types of current
    1. Coagulation
    2. Cutting
d. Safety factors
e. Lectroswitch pencil
f. Footswitch

Provide Demonstration On:

By instructor

Clinical Application:

Provide learner with an opportunity to correctly apply grounding plate and connect the electrosurgical unit.

## INSTRUCTIONAL MATERIALS

Textbooks:

a. Atkinson and Kohn, Berry and Kohn's Introduction to Operating Room Techniques
b. Grubb and Ondov, Operating Room Guidelines: An Illustrated Manual
c. Rhodes and Grundemann, Alexander's Care of the Patient in Surgery

Equipment and Supplies:

a. Grounding plate
b. Electrosurgical unit
c. Lectroswitch pencil
d. Footswitch
e. Pen and pad

| | |
|---|---|
| LAB HOURS | 3 |
| CLASS HOURS | 1 |

## EVALUATION (CD-10)

Given an electro-cautery unit and necessary supplies, the student will ground patient and connect electro-cautery unit. The patient must always be grounded and the electro-cautery unit must be adjusted according to manufacturer's instructions.

## TASK

CD-11 Measuring and emptying contents of suction containers

## PERFORMANCE OBJECTIVE

Measure and empty contsnts of suction containers.

## INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Use of suction in the operating room
b. Accurate measurement of the suction contents
c. Role of scrub technique when connecting suction
d. Actual "hook-up" of suction equipment by circulator
e. Types of suction "tips" used for various surgical procedures

Demonstration of Task:

By instructor

Clinical Application:

Have the students connect the suction, measure suction contents and dispose of the contents during an operative procedure.

## INSTRUCTIONAL MATERIALS

Textbooks:

a. Atkinson and Kohn, Berry and Kohn's Introduction to Operating Room Techniques
b. Rhodes and Grundemann, Alexander's Care of the Patient in Surgery
c. Grubb and Ondov, Operating Room Guidelines: An Illustrated Manual

Equipment and Supplies:

a. Suction tubing
b. Various suction "tips"
c. Suction machine
d. Disposable suction containers
e. Appropriate wall outlet
f. Appropriate operating room records for recording measurement of suction contents

| | |
|---|---|
| LAB HOURS | 4 |
| CLASS HOURS | 1 |

## EVALUATION (CD-11)

Given the necessary equipment and supplies, the student will measure and empty contents of suction containers. The contents of the suction containers must be measured and recorded without error and emptied without spillage.

## TASK

CD-12 Preparing tissue specimens for laboratory analysis

## PERFORMANCE OBJECTIVE

Prepare specimens for laboratory analysis.

## INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Histology specimens
   1. Handling tissue
   2. Frozen section
   3. Liver biopsy
   4. Amputated limbs
   5. Fetus
   6. Muscle biopsy
   7. Specimens to be x-rayed to be photographed
   8. Eye
   9. Lymph nodes
   10. Spleen
   11. Foreign objects
   12. Legal evidence

b. Microbiologic specimens

(Continued on back)

Demonstration of Task:

By instructor

Laboratory Practice:

Have learner practice preparing a variety of tissue specimens for laboratory analysis.

Clinical Application:

Have learner prepare tissue specimens for laboratory analysis.

## INSTRUCTIONAL MATERIALS

Textbooks:

a. Atkinson and Kohn, Berry and Kohn's Introduction to Operating Room Techniques
b. Grubb and Ondov, Operating Room Guidelines: An Illustrated Manual

Equipment and Supplies:

a. Specimen card
b. Pathology form
c. Specimen container
d. Formalin 10%
e. Stenciled labels
f. Pen and pad

| | |
|---|---|
| **LAB HOURS** | 5 |
| **CLASS HOURS** | 2 |

## EVALUATION (CD-12)

Given tissue and the necessary containers and solutions, the student will prepare tissue specimens for laboratory analysis. The tissue specimens must be stored in proper container with date, patient's name, hospital number, type of tissue and type of analysis to be performed noted on label and laboratory slip.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

    1. Urine
    2. Pus
    3. Tissue cultures
c. Blood specimens
    1. Type and cross match
    2. Electrolytes
    3. CBC
    4. Prothrombin time
    5. Blood gases

## TASK

SD-1 Completing surgical scrub (anatomical timed scrub-10 minutes)

## PERFORMANCE OBJECTIVE

Demonstrate a complete surgical scrub.

## INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Transient and resident bacteria or skin
b. Uses and actions of
    1. Antiseptics
    2. Bacterocides
    3. Germicides
c. Definition and discussion of sterility vs surgically clean
d. Equipment used
e. Steps of procedure

Demonstration of Task:

By instructor

Laboratory Practice:

Have learner practice proper timed surgical scrub.

Clinical Application:

Have learner "scrub" for surgical procedure.

## INSTRUCTIONAL MATERIALS

Textbooks:

a. Atkinson and Kohn, Berry and Kohn's Introduction to Operating Room Techniques
b. Frobisher and Fuerst, Microbiology in Health and Disease
c. Grubb and Ondov, Operating Room Guidelines: An Illustrated Manual
d. Rhodes and Grundemann, Alexander's Care of the Patient in Surgery

Equipment and Supplies:

a. Two sterile scrub brushes
b. Antiseptic solution
c. Nail cleaner
d. Water (scrub sink)
e. Clock with second hand

**LAB HOURS** 10

**CLASS HOURS** 3

## EVALUATION (SD-1)

Given the necessary equipment and supplies, the student will demonstrate a complete surgical scrub. The scrub will follow the guidelines published for the institution.

PERFORMANCE CHECKLIST

| ACTIVITY | RATING | |
|---|---|---|
| | Acceptable | Unacceptable |
| 1. Attired correctly | | |
| 2. Sleeves 2-3" above elbows | | |
| 3. All jewelry removed and secured | | |
| 4. Sterile scrub brushes obtained | | |
| 5. Water flow and temperature adjusted | | |
| 6. Nail clearner obtained | | |
| 7. Washed hands and arms to 3" above elbows with antiseptic | | |
| 8. Cleaned fingernails under running water | | |
| 9. Rinsed hands and arms | | |
| 10. Obtained sterile scrub brush - scrubbed | | |
| a. First nails | | |
| b. Next fingers | | |
| c. Then hand and wrist | | |
| d. Up forearm | | |
| e. Last, proceed up arm to 3" above elbow | | |
| 11. Scrubbed each hand and arm for 2½ mins. | | |
| 12. Discarded used scrub brush | | |
| 13. Rinsed both hands and arms | | |
| 14. Obtained new scrub brush | | |
| 15. Repeated scrub | | |
| 16. Discarded sponge | | |

## EVALUATION (SD-1)

PERFORMANCE CHECKLIST

| ACTIVITY | RATING | |
|---|---|---|
| | Acceptable | Unacceptable |
| 17. Rinsed both hands and arms | | |
| 18. Proceeded from sink with hands higher than elbows and away from body | | |
| 19. Completed scrub with dry scrub suit | | |
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## TASK

SD-2 Putting on and removing sterile gown and gloves

## PERFORMANCE OBJECTIVE

Put on and remove sterile gown and gloves.

## INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

a. SD-1 Completing surgical scrub
b. ISS-3 Handling sterile packages

Provide Information On:

a. Operating room attire
b. Purpose for wearing gown and gloves
c. Area of gown which is considered sterile
d. Removing gown from sterile package
e. Technique in donning gown without contaminating front of gown
f. Closed glove technique
g. Open glove technique
h. Removing gown and gloves

Demonstration of Task:

By instructor

Laboratory Practice:

Have learner practice the procedure for putting on and removing sterile gown and gloves.

Clinical Application:

Have learner dress for a surgical procedure.

## INSTRUCTIONAL MATERIALS

Textbooks:

a. Atkinson and Kohn, Berry and Kohn's Introduction to Operating Room Techniques
b. Grubb and Ondov, Operating Room Guidelines: An Illustrated Manual

A/Vs:

Trainex, "Gowning and Gloving," filmstrip

Equipment and Supplies:

a. Sterile gown
b. Sterile gloves

LAB HOURS 10

CLASS HOURS 3

## EVALUATION (SD-2)

Given a scrub person in operating room attire (scrub clothes, mask, headgear and show covers), the student will put on and remove sterile gown and gloves in accordance with hospital policy.

## TASK

SD-3 Draping tables and solution stands

## PERFORMANCE OBJECTIVE

Drape tables and solution stands with sterile drapes.

## INSTRUCTIONAL ACTIVITIES

Prerequisite Task:

SD-2 Putting on and removing sterile gown and gloves

Provide Information On:

a. Wicking action
b. Disposable drapes
3. Cloth drapes
4. Technique for draping tables and solution stands, equipment, etc.

Demonstration of Task:

By instructor

Laboratory Practice:

Have learner practice following the proper procedure for draping tables and solution stands.

Clinical Application:

Have learner properly attired in sterile gown and gloves, aseptically drape the back table, mayo stand, ring basin and an extra small table.

## INSTRUCTIONAL MATERIALS

Textbooks:

a. Atkinson and Kohn, *Berry and Kohn's Introduction to Operating Room Techniques*
b. Grubb and Ondov, *Operating Room Guidelines: An Illustrated Manual*

A/Vs:

Davis and Geck, "The Unsterile Field - An O.R. Challenge," movie film

Equipment and Supplies:

a. Sterile gown and gloves
b. Disposable drapes
c. Cloth drapes
d. Back table
e. Mayo stand
f. Extra small table
g. Ring basin

| | |
|---|---|
| LAB HOURS | 10 |
| CLASS HOURS | 2 |

## EVALUATION (SD-3)

Given an operating room, sterile drapes, tables and stands, the student will drape tables and solution stands. The tables and solution stands must always be draped without breaking aspetic techniques.

## TASK

SD-4 Correcting contaminated drapes on basins, patient and tables during operative procedure

## PERFORMANCE OBJECTIVE

Correct contaminated drapes on basins, patient and tables during operative procedure.

## INSTRUCTIONAL ACTIVITIES

### Provide Information On:

a. Recognizing comtaminated drapes
b. Procedure for correcting contamination
c. Role of scrub tech when correcting contaminated drapes
d. Role of circulator while the scrub tech corrects the comtaminated drapes

### Demonstration of Task:

By instructor

### Laboratory Practice:

Have the students practice and perform the necessary corrections for contaminated drapes, using proper aseptic techniques.

## INSTRUCTIONAL MATERIALS

### Textbooks:

a. Atkinson and Kohn, Berry and Kohn's Introduction to Operating Room Techniques
b. Rhodes and Grundemann, Alexander's Care of the Patient in Surgery
c. Grubb and Ondov, Operating Room Guidelines: An Illustrated Manual

### Equipment and Supplies:

a. Gown and gloves
b. Drapes
c. Instrument tray
d. Mayo and back table
e. Splash basin
f. Operating room table
g. Mannikin

**LAB HOURS** 6

**CLASS HOURS** 3

## EVALUATION (SD-4)

Given an operating room and the necessary supplies, the student will change or correct contaminated drapes on basins, patient and tables during operative procedure. This procedure must be accomplished in accordance with principles of sterile technique.

## TASK

SD-5 Doing a complete surgical count

## PERFORMANCE OBJECTIVE

Do a complete surgical count.

## INSTRUCTIONAL ACTIVITIES

Prerequisite Task:

SD-3 Draping tables and solution stands

Provide Information On:

a. Types of laps and sponges
b. Procedure in counting
c. When counts are done
d. Role of scrub when counting
e. Role of circulator when counting

Demonstration of Task:

By instructor

Laboratory Practice:

Have students demonstrate the correct method of counting instruments, laps and sponges and needles.

## INSTRUCTIONAL MATERIALS

Textbooks:

a. Rhodes and Grundemann, Alexander's Care of the Patient in Surgery
b. Atkinson and Kohn, Berry and Kohn's Introduction to Operating Room Techniques
c. Grubb and Ondov, Operating Room Guidelines: An Illustrated Manual

Equipment and Supplies:

a. Sponges and laps
b. Needles and suture
c. Instrument trays
d. Pen and pad

| | |
|---|---|
| LAB HOURS | 5 |
| CLASS HOURS | 2 |

## EVALUATION (SD-5)

Given a surgical procedure, instruments and sponges, the student will do a complete surgical count. Items to be counted may include sponges, instruments, needles and any other countable items. If discrepancies are noted, they must be reported promptly to the surgeon and immediate supervisor.

## TASK

SD-6 Assisting surgeon in gowning and gloving

## PERFORMANCE OBJECTIVE

Correctly gown and glove the surgeon.

## INSTRUCTIONAL ACTIVITIES

Prerequisite Task:

SD-3 Handling sterile packages and sterile solution

Provide Information On:

Technique for gowning and gloving the surgeon
1. Placing towel on surgeon's hands
2. Holding gown for surgeon
3. Proper presentation of sterile gloves for the surgeon

Demonstration of Task:

By instructor

Laboratory Practice:

Have learner practice assisting a surgeon in donning gown and gloves. Another student may act as the surgeon.

Clinical Application:

Have learner assist a surgeon in gowning and gloving.

## INSTRUCTIONAL MATERIALS

Textbooks:

a. Atkinson and Kohn, Berry and Kohn's Introduction to Operating Room Techniques
b. Grubb and Ondov, Operating Room Guidelines: An Illustrated Manual

Equipment and Supplies:

a. Sterile gown
b. Sterile gloves
c. Sterile towel

| | |
|---|---|
| LAB HOURS | 10 |
| CLASS HOURS | 3 |

## EVALUATION (SD-6)

Given a sterile field, gown and gloves, the student will assist surgeon in donning gown and gloves. Gowning and gloving procedures must always be performed without breaking aseptic techniques.

## TASK

SD-7 Assisting in draping a patient

## PERFORMANCE OBJECTIVE

Isolate the incision site bacterial contamination.

## INSTRUCTIONAL ACTIVITIES

### Prerequisite Task:

SD-3 Assisting surgeon in gowning and gloving

### Provide Information On:

a. Preparing sterile drapes
b. Abdominal draping
c. Perineum, vaginal, rectal draping
d. Extremity draping
e. Head and neck draping

### Demonstration of Task:

By instructor

### Laboratory Practice:

Have the learner and a classmate practice
a. Abdominal draping
b. Perineal, vaginal and rectal draping
c. Extremity draping
d. Head and neck draping

### Clinical Practice:

Have learner assist in draping patients for operative procedures

## INSTRUCTIONAL MATERIALS

### Textbooks:

a. Atkinson and Kohn, *Berry and Kohn's Introduction to Operating Room Techniques*
b. Grubb and Ondov, *Operating Room Guidelines: An Illustrated Manual*

### A/Vs:

a. Trainex: "Draping," filmstrip
b. Davis and Geck, "Draping of the Orthopedic Patient," movie film

### Equipment and Supplies:

a. Sterile drapes
b. Additional towels
c. Gown and gloves
d. Towel clips
e. Stockinette

**LAB HOURS** 10
**CLASS HOURS** 3

## EVALUATION (SD-7)

Given a patient to be draped for surgery, the student will assist in draping the patient. The following criteria must be met:

a. Only those body areas prepped for surgery should be exposed
b. Patient must be covered to prevent body temperature loss
c. Draping must not restrict or bind patient's circulation and respiration
d. Aseptic technique must be maintained at all times

## TASK

SD-8 Passing instruments to surgeon

## PERFORMANCE OBJECTIVE

Pass instruments to surgeon during an operative procedure.

## INSTRUCTIONAL ACTIVITIES

Prerequisite Task:

SD-7 Assisting in draping patient

Provide Information On:

a. Passing instruments in positive and decisive manner
b. Wrist action when passing instruments
c. Use of right or left hand when passing instruments
d. Keeping instruments clean
e. Returning instruments to mayo or back table
f. Understanding hand signals when passing instruments

Demonstration of Task:

By instructor

Laboratory Practice:

Have learner practice passing instruments in the laboratory. Instructor should act as surgeon.

Clinical Application:

Have learner pass instruments to the surgeon during an operative procedure.

## INSTRUCTIONAL MATERIALS

Textbooks:

a. Atkinson and Kohn, Berry and Kohn's Introduction to Operating Room Techniques
b. Grubb and Ondov, Operating Room Guidelines: An Illustrated Manual

A/Vs:

Davis and Geck, "Use of Surgical Instruments," movie film; "Care and Handling of Surgical Instruments," movie film

Tools and Equipment:

a. Sterile gown and gloves
b. Sterile drapes
c. Instruments
d. Mayo stand
e. Back table

LAB HOURS 15
CLASS HOURS 4

## EVALUATION (SD-8)

Given a situation in which to hand surgical instruments to the surgeon, the student will hand surgical instruments to surgeon. Instruments must be handed so they may be used without adjustment. Instruments are to be presented handle first, curved end down and with a firm thrust into the surgeon's hand.

## TASK

SD-9 Identifying, correcting and reporting breaks in aseptic techniques

## PERFORMANCE OBJECTIVE

Identify, correct and report breaks in aseptic techniques.

## INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Identifying sterile and unsterile items
b. Changing contaminated gown and gloves
c. Correcting breaks in technique
d. Reporting breaks in technique

Demonstration of Task:

By instructor

Laboratory Practice:

Have the learner correclty set up for a surgical procedure, identify break in aseptic technique and correct and report the break(s).

## INSTRUCTIONAL MATERIALS

Textbooks:

a. Atkinson and Kohn, Berry and Kohn's Introduction to Operating Room Techniques
b. Grubb and Ondov, Operating Room Guidelines: An Illustrated Manual

A/Vs:

(Continued on back)

Equipment and Supplies:

a. Sterile gowns and gloves
b. Sterile drapes
c. Mayo stand
d. Ring basin
e. Back table
f. Instruments - needles and suture

| | |
|---|---|
| LAB HOURS | 12 |
| CLASS HOURS | 2 |

**EVALUATION** (SD-9)

Given an aseptic situation, the student will identify and report breaks in aseptic technique. All breaks must be reported to person responsible for break in technique and to immediate supervisor if not corrected.

INSTRUCTIONAL MATERIALS

A/Vs:

Davis and Geck, "An Introduction to Basic Operative Surgical Technique," movie film; "Introduction to the Operating Room," movie film; "Fundamentals of Aseptic Technique," movie film; "Control of Bactetial Cross Infection in Surgical Parts," movie film

## TASK

SD-10 Assisting in applying sterile dressing and bandage

## PERFORMANCE OBJECTIVE

Apply sterile dressings and bandages to the operative site.

## INSTRUCTIONAL ACTIVITIES

Prerequisite Task:

ISS-3 Handling sterile packages and solutions

Provide Information On:

a. Types of dressings and bandages used in the operating room
b. Application of dressings and bandages used in the operating room
c. Types of tape used to secure dressing in the operating room
d. Wounds and wound healing

Demonstration of Task:

By instructor

Clinical Application:

Have the students apply and secure the sterile dressing on the operative site.

## INSTRUCTIONAL MATERIALS

Textbooks:

a. Rhodes and Grundemann, Alexander's Care of the Patient in Surgery
b. Atkinson and Kohn, Berry and Kohn's Introduction to Operating Room Techniques
c. Grubb and Ondov, Operating Room Guidelines: An Illustrative Manual

Equipment and Supplies:

a. Dressings
b. Bandages
c. Tape

| | |
|---|---|
| LAB HOURS | 5 |
| CLASS HOURS | 3 |

## EVALUATION (SD-10)

Given a patient with surgical incision to be dressed, the student will assist the surgeon in applying the sterile dressing and bandage. Supply and assist in applying the necessary sterile dressing and bandage as directed by the surgeon.

## TASK

SD-11 Assisting in applying and removing casts

## PERFORMANCE OBJECTIVE

Assemble materials and assist surgeon in applying and removing plaster casts.

## INSTRUCTIONAL ACTIVITIES

### Prerequisite Task:

AP-2 Describing the structure and classification of bones and muscle, including orthopedic surgery

### Provide Information On:

a. Casts and braces
b. Cast room
c. Special equipment needed
d. Care in handling plaster
e. Cast application
f. Materials used for padding
g. Types of plaster
h. Casts commonly used

(Continued on back)

### Demonstration of Task:

By instructor

### Laboratory Practice:

Have learner practice handling plaster, applying plaster padding, applying plaster and removing plaster casts.

### Clinical Application:

Have learner assist surgeon in operating room when applying and removing plaster casts.

## INSTRUCTIONAL MATERIALS

### Textbooks:

a. Atkinson and Kohn, *Berry and Kohn's Introduction to Operating Room Techniques*
b. Rhodes and Grundemann, *Alexander's Care of the Patient in Surgery*
c. Grubb and Ondov, *Operating Room Guidelines: An Illustrated Manual*

### Equipment and Supplies:

a. Plaster (rolls and splints)
b. Pail and warm water
c. Cast spreader, trimmer, cutter
d. Cast saw
e. Padding for plaster casts
f. Stockinette
g. Sheets
h. Liner bag

| | |
|---|---|
| **LAB HOURS** | 5 |
| **CLASS HOURS** | 3 |

## EVALUATION (SD-11)

Given a patient with a fracture, the student will assist surgeon in applying cast. Materials required to apply cast must be assembled and surgeon must be assisted as directed.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

i. Trimming, removing and changing casts
j. Lightcast II Casting System
k. Orthopedic cart

## TASK

ORH-1 Decontaminating operating room and equipment

## PERFORMANCE OBJECTIVE

Decontaminate the operating room and equipment after the surgical procedure has been completed.

## INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Basic micro principles
   1. Sterility in operating room
   2. Cross-contamination
   3. Modes of bacterial contamination
b. Housekeeping in the operating room
   1. Floors
   2. Tables, equipment
   3. Linen
   4. Trash
   5. Solutions
   6. Lights

Demonstration of Task:

By instructor

Clinical Application:

Have the students perform the necessary housekeeping duties in the operating room suite after the completion of a surgical procedure.

## INSTRUCTIONAL MATERIALS

Textbooks:

a. Forbisher and Fuest, Microbiology in Health and Disease
b. Atkinson and Kohn, Berry and Kohn's Introduction to Operating Room Techniques
c. Rhodes and Grundemann, Alexander's Care of the Patient in Surgery
d. Grubb and Ondov, Operating Room Guidelines: An Illustrated Manual

A/Vs:

Trainex, "Cleaning the Operating Room," slide/tape

Equipment and Supplies:

a. Cleaning supplies
b. Clean linen
c. Trash containers
d. Suction equipment
e. Proper receptacles for disposing contaminated items
f. Germicidal solutions

| | |
|---|---|
| LAB HOURS | 5 |
| CLASS HOURS | 2 |

**EVALUATION** (ORH-1)

Given equipment, trash, linens and an operating room that has been vacated following a standard surgical procedure, the student will disinfect the unit with a germicidal solution and prepare trash for disposal. The floor and all equipment must be cleaned, dried and free of contamination, and trash and linens must be placed in plastic bags.

## TASK

ORH-2 Decontaminating surgical instruments

## PERFORMANCE OBJECTIVE

Decontaminate surgical instruments.

## INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Basic aseptic techniques
b. Process of decontamination
c. Care and handling of surgical
d. Hospital guidelines for decontaminating surgical instruments

Demonstration of Task:

By instructor

Clinical Application:

Have the students care for and decontaminate the used surgical instruments.

## INSTRUCTIONAL MATERIALS

Textbooks:

a. Atkinson and Kohn, Berry and Kohn's Introduction to Operating Room Techniques
b. Grubb and Ondov, Operating Room Guidelines: An Illustrated Manual
c. Hospital operating room policy manual

Equipment and Supplies:

a. Surgical instruments
b. Cleaning supplies
c. Sonic cleaner

| | |
|---|---|
| LAB HOURS | 6 |
| CLASS HOURS | 2 |

## EVALUATION (ORH-2)

Given surgical instruments that have been used in a procedure, the student will decontaminate the surgical instruments. The surgical instruments must be decontaminated according to the agency's procedure by soaking or using washer-sterilizer.

# SECTION IV

## CURRICULUM STRUCTURE, EXIT POINTS & COURSE OUTLINE

# SECTION IV

## Section IV Content List

Introduction to the Curriculum Structure
Curriculum Structure
  Group
  Individualized
Introduction to the Course Outline
Course Outline

Section III presented a sample organizational model for sequencing the instruction of program tasks. Based on that model, Section IV provides suggested methods of structuring the entire Operating Room Technology curriculum.

## INTRODUCTION TO THE CURRICULUM STRUCTURE

A curriculum structure is developed by sequencing duties into a logical teaching plan. Two curriculum structures are presented in this section - group and individualized.

The individualized structure also lists the duty areas, but does not include hours or quarters. Using the individualized approach, the student proceeds at his or her pace until each task is mastered.

In either type of structure, the duty areas can be rearranged to meet local needs.

## OPERATING ROOM TECHNOLOGY SUGGESTED CURRICULUM STRUCTURE*

| Course | Class Hours | Lab Hours | Total Hours |
|---|---|---|---|
| **First Quarter** | | | |
| Anatomy and Physiology | 312 | 0 | 312 |
| | 312 | 0 | 312 |
| **Second Quarter** | | | |
| Vital Signs | 7 | 16 | 23 |
| Preoperative Procedures | 6 | 6 | 12 |
| Maintaining Surgical Records | 9 | 0 | 9 |
| Instrument and Supply Sterilization | 11 | 30 | 41 |
| Circulating Duties | 24 | 59 | 83 |
| Scrub Duties | 31 | 98 | 129 |
| Operating Room Housekeeping | 4 | 11 | 15 |
| | 92 | 220 | 312 |
| **Third Quarter** | | | |
| Clinical Practicum | | | 312 |
| | | | 312 |
| **Fourth Quarter** | | | |
| Clinical Practicum | | | 312 |
| | | | 312 |

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*This curriculum structure is designed to be used for group instruction.

## OPERATING ROOM TECHNOLOGY SUGGESTED CURRICULUM STRUCTURE*

ORIENTATION:
- School Policies and Procedures
- Program Orientation and Safety
- Operation of Audiovisual Equipment
- Using the Learning Resource Center

Anatomy and Physiology
Vital Signs
Preoperative Procedures
Maintaining Surgical Records
Instrument and Supply Sterilization
Circulating Duties
Scrub Duties
Operating Room Housekeeping
Clinical Practicum
Clinical Practicum

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*This curriculum structure is designed to be used for individualized instruction.

# INTRODUCTION TO THE COURSE OUTLINE

A course outline suggests a method of sequencing tasks for instruction. In the following outline, the unit guide tasks are ordered according to duty areas. The tasks are then arranged from general to specific knowledge and applications. The instructor is not restricted to using this specific outline, but may adapt it to meet his or her teaching needs.

The following course outline is designed for group instruction, however, it may be adapted for individualized instruction by eliminating the time sequencing for tasks.

# OPERATING ROOM TECHNOLOGY SUGGESTED COURSE OUTLINE

## Quarter I

| Task | Title | Class Hours | Lab Hours |
|---|---|---|---|
| | Duty I: Anatomy and Physiology | | |
| AP-1 | Describing cells, tissues, membranes, skin incisions and wound closure | 15 | 0 |
| AP-2 | Describing the structure and classification of hernias | 12 | 0 |
| AP-3 | Describing the structure and classification of bones and muscles including orthopedic surgery | 30 | 0 |
| AP-4 | Describing the structure and classification of the nervous system including neurosurgery | 30 | 0 |
| AP-5 | Describing the structure and classification of the sense organs including ENT and ophthalmic surgery | 25 | 0 |
| AP-6 | Describing the structure of the blood, lymph and cardiovascular system including cardiovascular surgery | 36 | 0 |
| AP-7 | Describing the structure and classification of the digestive system including gastrointestinal and biliary surgery | 30 | 0 |
| AP-8 | Describing the structure and classification of the respiratory system including thoracic surgery | 20 | 0 |
| AP-9 | Describing the structure and classification of the urinary system including GU surgery | 25 | 0 |
| AP-10 | Describing the structure and classification of the endocrine system including thyroid and parathyroid surgery | 25 | 0 |
| AP-11 | Describing the structure and classification of the reproductive system including breast and GYN surgery | 30 | 0 |
| AP-12 | Describing the structure and classification of pediatric surgery | 17 | 0 |
| AP-13 | Describing the structure and classification of reconstructive plastic surgery | 17 | 0 |
| | | 312 | 0 |
| | Total Quarter I Class and Lab Hours | 312 | 0 |
| | Total Quarter I Instructional Time | 312 | |

## Quarter II

| Task | Title | Class Hours | Lab Hours |
|---|---|---|---|
| | Duty II: Vital Signs | | |
| VS-1 | Measuring and recording pulse and respiration | 2 | 3 |
| VS-2 | Taking blood pressure | 2 | 5 |
| VS-3 | Administering cardiopulmonary resuscitation | 3 | 8 |
| | | 7 | 16 |
| | Duty III: Preoperative Procedures | | |
| PP-1 | Assisting in introducing patients to operative procedures | 3 | 0 |
| PP-2 | Assisting with or shaving operative site (shave prep.) | 3 | 6 |
| | | 6 | 6 |
| | Duty IV: Maintaining Surgical Records | | |
| MSR-1 | Preparing or updating case and procedure cards for surgery | 3 | 0 |
| MSR-2 | Completing patient operating room forms and patient records for surgery | 6 | 0 |
| | | 9 | 0 |
| | Duty V: Instrument and Supply Sterilization | | |
| ISS-1 | Testing a sterilizer (ETO, steam) with biological indicators | 4 | 8 |
| ISS-2 | Packaging supplies and equipment for sterilization | 3 | 12 |
| ISS-3 | Handling sterile packages and sterile solutions | 4 | 10 |
| | | 11 | 30 |
| | Duty VI: Circulating Duties | | |
| CD-1 | Checking electrical equipment in operating room | 2 | 3 |
| CD-2 | Inspecting emergency equipment and supplies for operation | 2 | 5 |
| CD-3 | Lifting and moving objects and patients | 2 | 5 |
| CD-4 | Transferring patients to and from bed or stretcher and operating room table | 2 | 5 |
| CD-5 | Transporting patient by stretcher, litter or gurney | 2 | 5 |
| CD-6 | Positioning the patient for surgery and raising and lowering table during surgery | 5 | 9 |

| Task | Title | Class Hours | Lab Hours |
|---|---|---|---|
| CD-7 | Measuring and pouring solutions for surgery | 1 | 3 |
| CD-8 | Assisting with or prepping operative site | 2 | 6 |
| CD-9 | Inserting Foley catheter | 2 | 6 |
| CD-10 | Grounding patient and connecting electro-cautery unit | 1 | 3 |
| CD-11 | Measuring and emptying contents of suction containers | 1 | 4 |
| CD-12 | Preparing tissue specimens for laboratory analysis | 2 | 5 |
| | | 24 | 59 |
| | Duty VII: Scrub Duties | | |
| SD-1 | Completing surgical scrub (anatomical timed scrub - 10 minutes) | 3 | 10 |
| SD-2 | Putting on and removing sterile gown and gloves | 3 | 10 |
| SD-3 | Draping tables and solution stands | 2 | 10 |
| SD-4 | Correcting contaminated drapes on basins, patient and tables during operative procedure | 3 | 6 |
| SD-5 | Doing a complete surgical count | 2 | 5 |
| SD-6 | Assisting surgeon in gowning and gloving | 3 | 10 |
| SD-7 | Assisting in draping a patient | 3 | 10 |
| SD-8 | Passing instruments to surgeon | 4 | 15 |
| SD-9 | Identifying, correcting and reporting breaks in aseptic techniques | 2 | 12 |
| SD-10 | Assisting in applying sterile dressing and bandages | 3 | 5 |
| SD-11 | Assisting in applying and removing costs | 3 | 5 |
| | | 31 | 98 |
| | Duty VIII: Operating Room Housekeeping | | |
| ORH-1 | Decontaminating operating room and equipment | 2 | 5 |
| ORH-2 | Decontaminating surgical instruments | 2 | 6 |
| | | 4 | 11 |
| | Total Quarter II Class and Lab Hours | 92 | 220 |
| | Total Quarter II Instructional Time | 312 | |

## Quarter III

| Task | Title | Class Hours | Lab Hours |
|---|---|---|---|
| | Duty IX: Clinical Practicum | | 312 |
| | | | 312 |
| | Total Quarter III Class and Lab Hours | | 312 |
| | Total Quarter III Instructional Time | | 312 |

## Quarter IV

| Task | Title | Class Hours | Lab Hours |
|---|---|---|---|
| | Duty X: Clinical Practicum | | 312 |
| | | | 312 |
| | Total Quarter IV Class and Lab Hours | | 312 |
| | Total Quarter IV Instructional Time | | 312 |

# SECTION V

## RECORDS

# SECTION V

## Section V Content List

Individualized Competency Record
Group Progress Chart

Section V presents suggested ways of recording and documenting the progress of students through the curriculum. The recommended procedures include options for both individual and group records. The very important function of communicating the student's qualifications to potential employers is handled clearly and efficiently by the use of the Certificate of Competency, which is also described in this section.

# RECORDS MANAGEMENT

This guide provides a series of easy to use documents that will aid the instructor in recordkeeping and that will be beneficial to the student in entering the work force.

In addition to providing the instructor with an "at a glance" assessment of individual and/or group progress, a Certificate of Competency, which can be used by students seeking employment, is included.

The group progress chart reflects individual task completion of all students. Due to confidentiality of records, grades must not be recorded on the chart. A notation indicating task completion (i.e., x or check) should be used.

# INSTRUCTIONS

## Instructions

Competency Checklist

1) Enter the student's name.
2) Enter the date and instructor's initials as each unit of instruction is completed.

The Competency Checklist automatically indicates when all the requirements for each DOT exit point or job title have been completed by the student. At each point on the certificate where an asterisk appears, the student is eligible to receive a Certificate of Competency.

Certificate of Competency

A Certificate of Competency is to be issued for each job title for which a student is qualified.

1) Enter the student's name.
2) Enter the school's name
3) Sign and date the form.

A Certificate of Competency may be issued at the time a student qualifies for it, or all certificates for which a student qualifies may be issued to the student when he/she completes or leaves the program.

Group Progress Chart

1) Enter all program tasks across top of matrix.
2) Enter the students' names down the left hand side of matrix.
3) As each student completes a task, a notation should be made in the square which corresponds with the task and the student's name.

## COMPETENCY CHECKLIST

**PROGRAM:** OPERATING ROOM TECHNOLOGY

**STUDENT NAME:** ____________________________________________

| TASK NO. | UNIT COMPETENCIES | DATE | IN'T. | EXIT POINT<br>DOT NO. 078.381-014<br>JOB TITLE Surgical Technician |
|---|---|---|---|---|
| | **Anatomy and Physiology** | | | |
| AP-1 | Describing cells, tissues, membranes, skin incisions and wound closure | | | X |
| AP-2 | Describing the structure and classification of hernias | | | X |
| AP-3 | Describing the structure and classification of bones and muscles including orthopedic surgery | | | X |
| AP-4 | Describing the structure and classification of the nervous system including neurosurgery | | | X |
| AP-5 | Describing the structure and classification of the sense organs including ENT and ophthalmic surgery | | | X |
| AP-6 | Describing the structure of the blood, lymph and cardiovascular system including cardiovascular surgery | | | X |
| AP-7 | Describing the structure and classification of the digestive system including gastrointestinal and biliary surgery | | | X |
| AP-8 | Describing the structure and classification of the respiratory system including thoractic surgery | | | X |
| AP-9 | Describing the structure and classification of the urinary system including GU surgery | | | X |
| AP-10 | Describing the structure and classification of the endocrine system including thyroid and parathyroid surgery | | | X |
| AP-11 | Describing the structure and classification of the reproductive system including breast and GYN surgery | | | X |
| AP-12 | Describing the structure and classification of opediatric surgery | | | X |
| AP-13 | Describing the structure and classification of reconstructive plastic surgery | | | X |
| | **Vital Signs** | | | |
| VS-1 | Measuring and recording pulse and respiration | | | X |
| VS-2 | Taking blood pressure | | | X |
| VS-3 | Administering cardiopulmonary resuscitation | | | X |
| | **Preoperative Procedures** | | | |
| PP-1 | Assisting in introducing patients to operative procedures | | | X |
| PP-2 | Assisting with or shaving operative site (shave prep.) | | | X |
| | **Maintaining Surgical Records** | | | |
| MSR-1 | Preparing or updating case and procedure cards for surgery | | | X |
| MSR-2 | Completing patient operating room forms and patient records for surgery | | | X |
| | **Instrument and Supply Sterilization** | | | |
| ISS-1 | Testing a sterilizer (ETO, steam) with biological indicators | | | X |
| ISS-2 | Packaging supplies and equipment for sterilization | | | X |
| ISS-3 | Handling sterile packages and sterile solutions | | | X |
| | **Circulating Duties** | | | |
| CD-1 | Checking electrical equipment in operating room | | | X |
| CD-2 | Inspecting emergency equipment and supplies for operation | | | X |
| CD-3 | Lifting and moving objects and patients | | | X |
| CD-4 | Transferring patients to and from bed or stretcher and operating room table | | | X |
| CD-5 | Transporting patient by stretcher, litter or gurney | | | X |
| CD-6 | Positioning the patient for surgery and raising and lowering table during surgery | | | X |
| CD-7 | Measuring and pouring solutions for surgery | | | X |
| CD-8 | Assisting with or prepping operative site | | | X |
| CD-9 | Inserting Foley catheter | | | X |
| CD-10 | Grounding patient and connecting electro-cautery unit | | | X |
| CD-11 | Measuring and emptying contents of suction containers | | | X |
| CD-12 | Preparing tissue specimens for laboratory analysis | | | X |
| | **Scrub Duties** | | | |
| SD-1 | Completing surgical scrub (anatomical timed scrub - 10 minutes) | | | X |
| SD-2 | Putting on and removing sterile gown and gloves | | | X |
| SD-3 | Draping tables and solution stands | | | X |

# COMPETENCY CHECKLIST

EXIT POINT

**PROGRAM:** OPERATING ROOM TECHNOLOGY

**STUDENT NAME:**__________________________________

| TASK NO. | UNIT COMPETENCIES | DATE | IN'T. | DOT NO. 078.381-014<br>JOB TITLE Surgical Technician |
|---|---|---|---|---|
| SD-4 | Correcting contaminated drapes and basins, patient and tables during operative procedure | | | x |
| SD-5 | Doing a complete surgical count | | | x |
| SD-6 | Assisting surgeon in gowning and gloving | | | x |
| SD-7 | Assisting in draping a patient | | | x |
| SD-8 | Passing instruments to surgeon | | | x |
| SD-9 | Identifying, correcting and reporting breaks in aseptic techniques | | | x |
| SD-10 | Assisting in applying sterile dressing and bandage | | | x |
| SD-11 | Assisting in applying and removing casts | | | x |
| | Operating Room Housekeeping | | | |
| ORH-1 | Decontaminating operating room and equipment | | | x |
| ORH-2 | Decontaminating surgical instruments | | | *x |

**This is to certify that the above named student has demonstrated proficiency in the performance of the competencies and/or tasks indicated above. These competencies and/or tasks have been determined to be the skills and knowledge that are necessary for entry level employment into the job classifications indicated.**

**Date**__________________________ **Instructor**__________________________

**School**__________________________

**Instructor**__________________________

**Instructor**__________________________

**Instructor**__________________________

**Instructor**__________________________

***Certificate of Competency can be issued**

# CERTIFICATE OF COMPETENCY

This is to Certify that

________________________________________

of

________________________________________

has successfully mastered the competencies required to perform the job of

SURGICAL TECHNICIAN
________________________________________

______________________________

________________

The student named on this certificate has demonstrated mastery of the following unit level competencies required to perform the job of Surgical Technician.

## SURGICAL TECHNICIAN
(D.O.T. Code 078.381-014)

### Anatomy and Physiology
Describing cells, tissues, membranes, skin incisions and would closure
Describing the structure and classification of hernias
Describing the structure and classification of bones and muscles including orthopedic surgery
Describing the structure and classification of the nervous system including neurosurgery
Describing the structure and classification of the sense organs including ENT and ophthalmic surgery
Describing the structure of the blood, lymph and cardiovascular system including cardiovascular surgery
Describing the structure and classification of the digestive system including gastrointestinal and biliary surgery
Describing the structure and classification of the respiratory system including thoracic surgery
Describing the structure and classification of the urinary system including GU surgery
Describing the structure and classification of the endocrine system including thyroid and parathyroid surgery
Describing the structure and classification of the reproductive system including breast and GYN surgery
Describing the structure and classification of opediatric surgery
Describing the structure and classification of resconstructive plastic surgery

### Vital Signs
Measuring and recording pulse and respiration
Taking blood pressure
Administering cardiopulmonary resuscitation

### Preoperative Procedures
Assisting in introducing patients to operative procedures
Assisting with or shaving operative site (shave prep.)

### Maintaining Surgical Records
Preparing or updating case and procedure cards for surgery
Completing patient operating room forms and patient records for surgery

### Instrument and Supply Sterilization
Testing a sterilizer (ETO, steam) with biological indicators
Packaging supplies and equipment for sterilization
Handling sterile packages and sterile solutions

### Circulating Duties
Checking electrical equipment in operating room
Inspecting emergency equipment and supplies for operation
Lifting and moving objects and patients
Transferring patients to and from bed or stretcher and operating room table
Transporting patient by stretcher, litter or gurney
Positioning the patient for surgery and raising and lowering table during surgery
Measuring and pouring solutions for surgery
Assisting with or prepping operative site
Inserting Foley catheter
Grounding patient and connecting electro-cautery unit
Measuring and emptying contents of suction containers
Preparing tissue specimens for laboratory analysis

### Scrub Duties
Completing surgical scrub (anatomical scrub - 10 minutes)
Putting on and removing sterile gown and gloves
Draping tables and solution stands
Correcting contaminated drapes and basins, patient and tables during operative procedure
Doing a complete surgical count
Assisting surgeon in gowning and gloving
Assisting in draping a patient
Passing instruments to surgeon
Identifying, correcting and reporting breaks in aseptic techniques
Assisting in applying sterile dressing and bandage
Assisting in applying and removing casts

### Operating Room Housekeeping
Decontaminating operating room and equipment
Decontaminating surgical instruments

GROUP PROGRESS CHART

| NAME | UNITS/TASKS | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
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# SECTION VI

## FACILITIES

## SECTION VI

### Section VI Content List

Group Instruction Facilities
Individualized Instruction Facilities

The facility layouts on the following pages are presented to aid in arranging the classroom and laboratory for efficient instruction. The school administration and program instructor must determine an arrangement that best fits the needs of the students by determining the most efficient use of resources available to them not only in the laboratory, but also in the Learning Resource Center settings.

## FACILITY LAYOUTS

The layouts on the following pages illustrate how facilities for group and individualized instructional programs may be planned and set up.

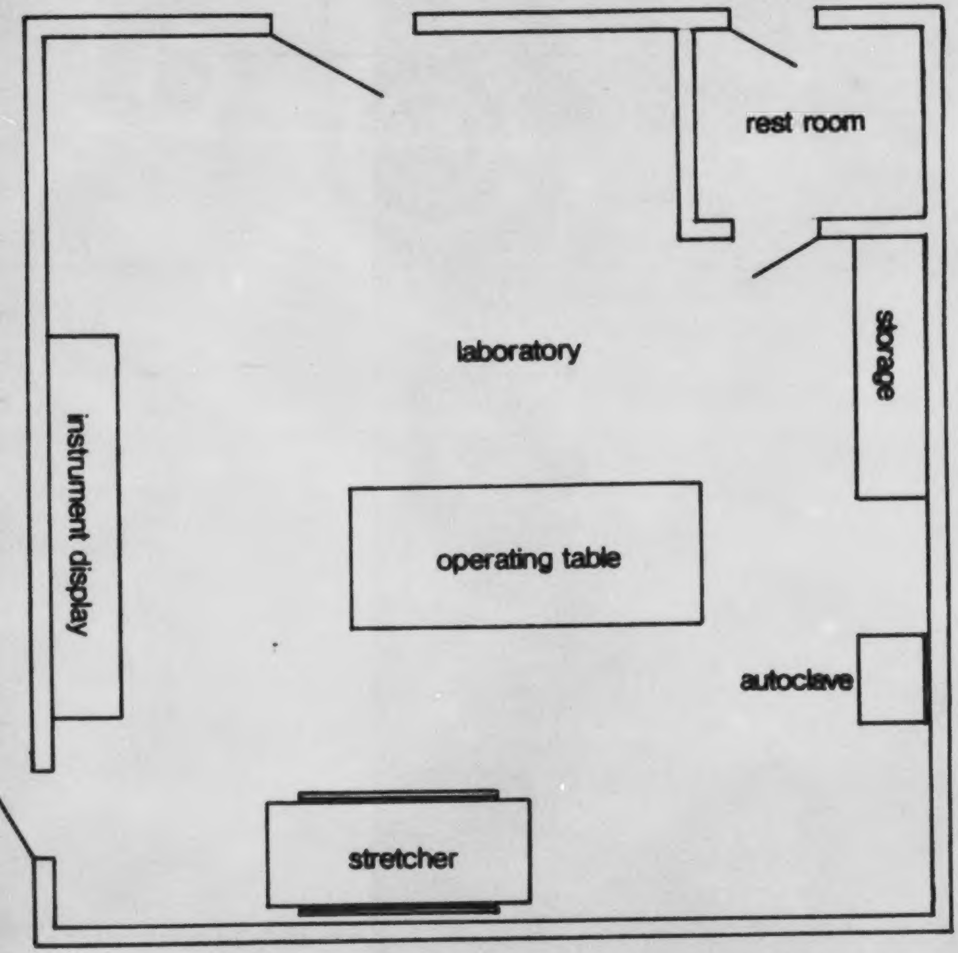
Each instructional approach has two important physical areas. These are (1) the laboratory (work) area and classroom for group instruction and (2) the laboratory (work) area and learning resource center (LRC) for individualized instruction.

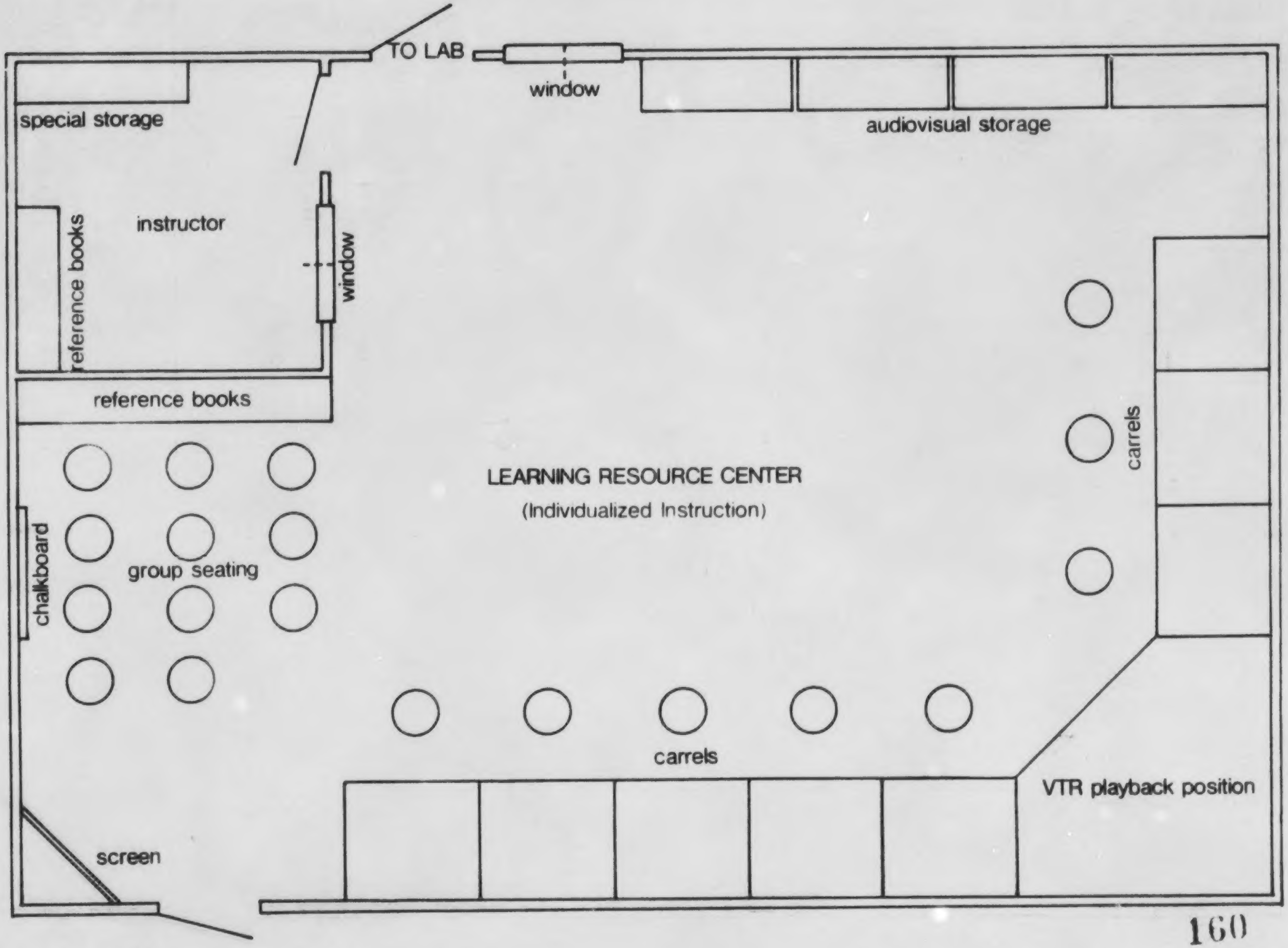
The instructional setting for group instruction is based on that of a traditional classroom. This approach is easily set up and includes little or no modifications. The primary modes of learning are instructor lectures, occasional use of audiovisual aids and student participation. Ideally, all students progress at the same pace.

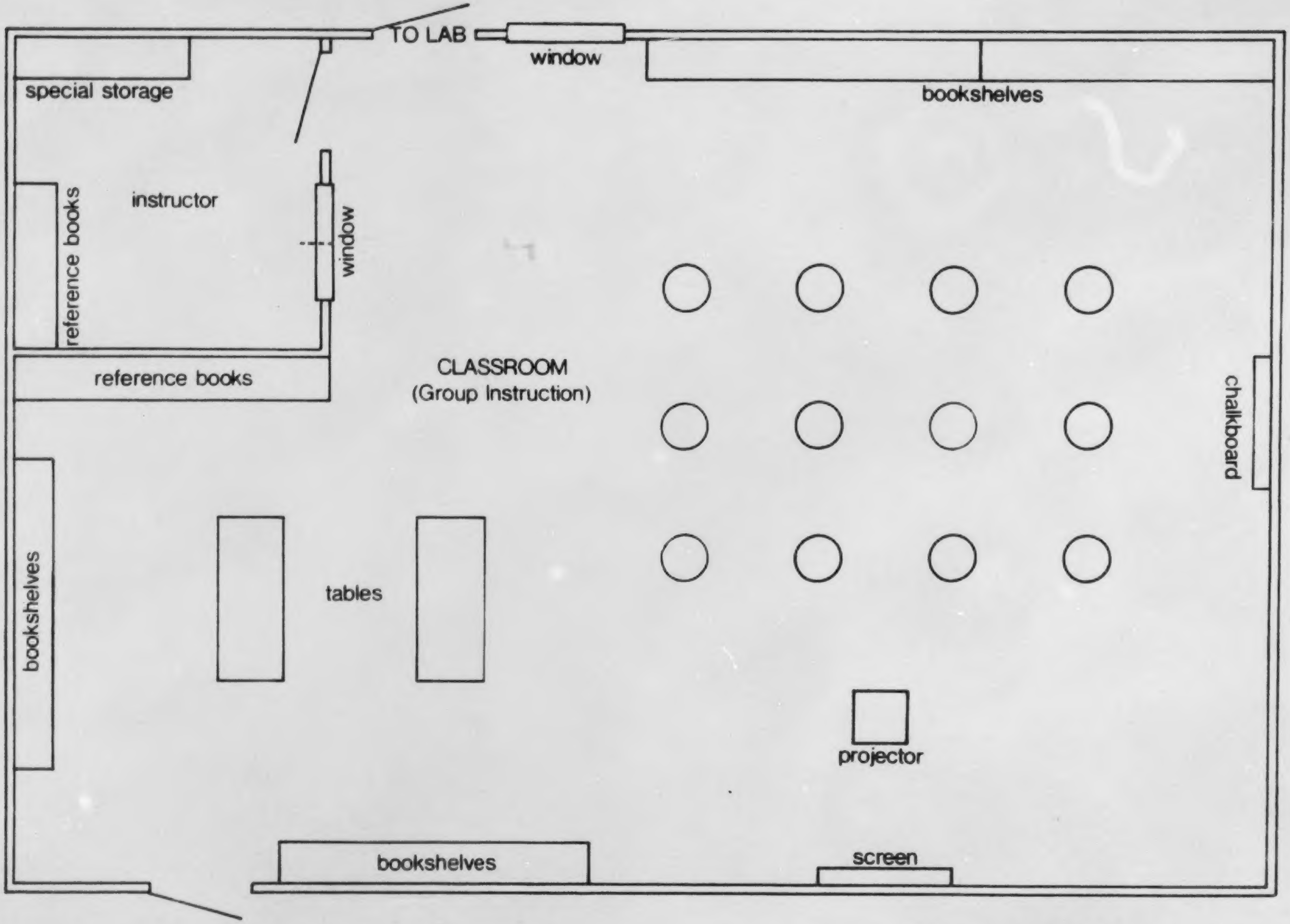
The instructional setting for individual instruction is designed to facilitate a student self-paced progression of learning. The LRC requires careful planning in utilizing available space. When planning to install an individual instruction program in an area not originally designed for this approach, the instructional setting may need modifications. Desks may be replaced with study carrels to allow students to simultaneously participate in a variety of learning activities. A group session area for small group gatherings should also be included. Because the instructor and students rarely meet together as a group, a bulletin board becomes a vital communication device in an LRC. It can be used to post announcements and such instructional information as group progress charts, assignments, positions available in the industry and safety rules.

A variety of references, resources and media equipment should be made available to the student. Therefore, an adequate amount of storage area should be included in planning the LRC. Every specific school and department has unique physical layout characteristics and problems. Through innovation, these features may be transformed into LRC advantages rather than disadvantages.

Because of the expense involved in setting up an operating room laboratory (work) area, many programs utilize "actual" hospital operating rooms. If your program has an "in-school" operating room laboratory, the manner in which it is planned and set up need not be affected by the type of instructional approach used by an instructor; it could/will be the same. Some major concerns in the laboratory are: 1) the instructor must always have a clear line of sight to each and every workstation, 2) tools must be accessible to students, but under the control of the instructor and 3) all supplies and materials required for the day's activities must be on hand and ready to use.


rest room
laboratory
storage
instrument display
operating table
autoclave
stretcher


TO LAB
window
special storage
audiovisual storage
instructor
reference books
window
reference books
LEARNING RESOURCE CENTER
(Individualized Instruction)
carrels
chalkboard
group seating
carrels
VTR playback position
screen


TO LAB
window
special storage
bookshelves
instructor
reference books
window
reference books
CLASSROOM
(Group Instruction)
chalkboard
bookshelves
tables
projector
bookshelves
screen

# APPENDIX A

## Resources

# RESOURCES

This appendix contains the instructional resource matrix, unit guide reference and additional instructional materials.

The instructional resource matrix lists the audiovisuals, textbooks and student manuals for each task referenced on the unit guide sheets. The audiovisual format is identified by the symbols such as: filmstrip (FS), slide/script (SS), slide/tape (ST), 16mm movie film (MF), transparency (TR), video tape (VT) and filmloop (FL). The producer, title and number of the A/V is also given.

The unit guide bibliography lists textbooks, audiovisuals and student manuals cited in the unit guides section.

The additional instructional materials is a compilation of textbooks not included in the unit guides but beneficial to educators.

Resources addresses for all references concludes this appendix.

**CURRICULUM AREA:** OPERATING ROOM TECHNOLOGY

| TASK LISTING | INSTRUCTIONAL MATERIAL REFERENCES | | |
|---|---|---|---|
| | Audiovisuals | Textbooks | Student Materials |
| AP-1 Describing cells, tissues, membranes, skin incisions and wound closure | Robert J. Brady: "Cells, Tissues, Membranes," (FS); "Skin," (FS) | Atkinson and Kohn: Berry and Kohn's Introduction to Operating Room Techniques; Anthony and Thibodeau: Textbook of Anatomy and Psysiology; Chabner: The Language of Medicine: A Worktext Explaining Medical Terms; Frobisher and Feurst: Microbiology in Health and Disease; LaMaitre and Finnegan: The Patient in Surgery: A Guide for Nurses; Memler and Wood: Structure and Function of the Human Body; Rhodes and Grundemann: Alexander's Care of the Patient in Surgery; Thomas (Ed.): Taber's Cyclopedic Medical Dictionary | |

**CURRICULUM AREA:** OPERATING ROOM TECHNOLOGY

| TASK LISTING | INSTRUCTIONAL MATERIAL REFERENCES | | |
|---|---|---|---|
| | Audiovisuals | Textbooks | Student Materials |
| AP-2 Describing the structure and classification of hernias | | Atkinson and Kohn: Berry and Kohn's Introduction to Operating Room Techniques; Brooks: Instrumentation for the Operating Room: A Photographic Manual; Chabner: The Language of Medicine: A Worktext Explaining Medical Terms; LeMaitre and Finnegan: The Patient in Surgery: A Guide for Nurses; Rhodes and Grundemann: Alexander's Care of the Patient in Surgery; Thomas (Ed.): Taber's Cyclopedic Medical Dictionary | |

CURRICULUM AREA: OPERATING ROOM TECHNOLOGY

| TASK LISTING | INSTRUCTIONAL MATERIAL REFERENCES | | |
|---|---|---|---|
| | Audiovisuals | Textbooks | Student Materials |
| AP-3 Describing the structure and classification of bones and muscles including orthopedic surgery | Robert J. Brady: "The Skeleton System," (FS); "The Muscular System," (FS); Army, "Fractures - An Introduction," (MF); "Rigid Medullary Fixation of Forearm Fractures," (MF); National Medical Audiovisual Center: "Fractures of the Shaft of the Femur," (MF) | Atkinson and Kohn: Berry and Kohn's Introduction to Operating Room Techniques; Anthony and Thibodeau: Textbook of Anatomy and Psysiology; Brooks: Instrumentation for the Operating Room: A Photographic Manual; Chabner: The Language of Medicine: A Worktext Explaining Medical Terms; LeMaitre and Finnegan: The Patient in Surgery: A Guide for Nurses; Memler and Wood: Structure and Function of the Human Body; Rhodes and Grundemann: Alexander's Care of the Patient in Surgery; Thomas (Ed.): Taber's Cyclopedic Medical Dictionary | |

**CURRICULUM AREA:** OPERATING ROOM TECHNOLOGY

| TASK LISTING | INSTRUCTIONAL MATERIAL REFERENCES | | |
|---|---|---|---|
| | Audiovisuals | Textbooks | Student Materials |
| AP-4 Describing the structure and classification of the nervous system including neurosurgery | Robert J. Brady: "Nervous System," (FS); Southern Bell: "Gateways to the Mind," (MF); Squibb Films: "Ruptured Lumbar Discs," (MF) | Atkinson and Kohn: Berry and Kohn's Introduction to Operating Room Techniques; Anthony and Thibodeau: Textbook of Anatomy and Physiology; Brooks: Instrumentation for the Operating Room: A Photographic Manual; Chabmer: The Language of Medicine: A Worktext Explaining Medical Terms; LaMaitre and Finnegan: The Patient in Surgery: A Guide for Nurses; Memler and Wood: Structure and Function of the Human Body; Rhodes and Grundemann: Alexander's Care of the Patient in Surgery; Squire and Clayton: Basic Pharmacology for Nurses; Thomas (Ed.): Taber's Cyclopedic Medical Dictionary | |

**CURRICULUM AREA:** OPERATING ROOM TECHNOLOGY

| TASK LISTING | INSTRUCTIONAL MATERIAL REFERENCES | | |
|---|---|---|---|
| | Audiovisuals | Textbooks | Student Materials |
| AP-5 Describing the structure and classification of the sense organ including ENT and ophthalmic surgery | Robert J. Brady: "The Special Senses," (FS); Modern Talking Picture: "Micro-Sutures in Cataract Surgery," (MF); Southern Bell: "A Sense of Hearing," (MF); Association Films: "Anesthesiology in T & A," (MF) "Anatony of the Ear," (MF); National Medical Audiovisual Center: "The Nose," (MF) | Atkinson and Kohn: Berry and Kohn's Introduction to Operating Room Techniques; Anthony and Thibodeau: Textbook of Anatomy and Psysiology; Brooks: Instrumentation for the Operating Room: A Photographic Manual; Chabner: The Language of Medicine: A Worktext Explaining Medical Terms; LeMaitre and Finnegan: The Patient in Surgery: A Guide for Nurses; Memler and Wood: Structure and Function of the Human Body; Rhodes and Grundemann: Alexander's Care of the Patient in Surgery; Squire and Clayton: Basic Pharmacology for Nurses; Thomas (Ed.): Taber's Cyclopedic Medical Dictionary | |

**CURRICULUM AREA:** OPERATING ROOM TECHNOLOGY

| TASK LISTING | INSTRUCTIONAL MATERIAL REFERENCES | | |
|---|---|---|---|
| | Audiovisuals | Textbooks | Student Materials |
| AP-6 Describing the structure of the blood, lymph and cardiovascular system including cardiovascular surgery | Robert J. Brady: "Cardiovascular System," (FS); "Lymphatic System," (FS); Southern Bell: "The Thread of Life," (MF); "Hemo the Magnificent," (MF); National Medical Audiovisual Center: "Carotid Endarterectomy,: (MF) | Atkinson and Kohn: Berry and Kohn's Introduction to Operating Room Techniques; Anthony and Thibodeau: Textbook of Anatomy and Physiology; Brooks: Instrumentation for the Operating Room: A Photographic Manual; Chabner: The Language of Medicine: A Worktext Explaining Medical Terms; LaMaitre and Finnegan: The Patient in Surgery: A Guide for Nurses; Memler and Wood: Structure and Function of the Human Body; Rhodes and Grundemann: Alexander's Care of the Patient in Surgery; Squire and Clayton: Basic Pharmacology for Nurses; Thomas (Ed.): Taber's Cyclopedic Medical Dictionary | Memler and Wood: Workbook for Structure and Function of the Human Body |

**CURRICULUM AREA:** OPERATING ROOM TECHNOLOGY

| TASK LISTING | INSTRUCTIONAL MATERIAL REFERENCES | | |
|---|---|---|---|
| | Audiovisuals | Textbooks | Student Materials |
| AP-7 Describing the structure and classification of the digestive system including gastrointestinal and biliary surgery | | Atkinson and Kohn: *Berry and Kohn's Introduction to Operating Room Techniques*; Anthony and Thibodeau: *Textbook of Anatomy and Physiology*; Brooks: *Instrumentation for the Operating Room: A Photographic Manual*; Chabner: *The Language of Medicine: A Worktext Explaining Medical Terms*; Howe: *Basic Nutrition in Health and Disease*; LeMaitre and Finnegan: *The Patient in Surgery: A Guide for Nurses*; Memler and Wood: *Structure and Function of the Human Body*; Rhodes and Grundemann: *Alexander's Care of the Patient in Surgery*; Squire and Clayton: *Basic Pharmacology for Nurses*; Thomas (Ed.): *Taber's Cyclopedic Medical Dictionary* | Memler and Wood: *Workbook for Structure and Function of the Human Body* |

**CURRICULUM AREA:** OPERATING ROOM TECHNOLOGY

| TASK LISTING | INSTRUCTIONAL MATERIAL REFERENCES | | |
|---|---|---|---|
| | Audiovisuals | Textbooks | Student Materials |
| AP-8 Describing the structure and classification of the respiratory system including thoracic surgery | Robert J. Brady: "The Respiratory System," (FS) | Atkinson and Kohn: Berry and Kohn's Introduction to Operating Room Techniques; Anthony and Thibodeau: Textbook of Anatomy and Physiology; Brooks: Instrumentation for the Operating Room: A Photographic Manual; Chabner: The Language of Medicine: A Worktext Explaining Medical Terms; LeMaitre and Finnegan: The Patient in Surgery: A Guide for Nurses; Memler and Wood: Structure and Function of the Human Body; Rhodes and Grundemann: Alexander's Care of the Patient in Surgery; Squire and Clayton: Basic Pharmacology for Nurses; Thomas (Ed.): Taber's Cyclopedic Medical Dictionary | Memler and Wood: Workbook for Structure and Function of the Human Body |

**CURRICULUM AREA:** OPERATING ROOM TECHNOLOGY

| TASK LISTING | INSTRUCTIONAL MATERIAL REFERENCES | | |
|---|---|---|---|
| | Audiovisuals | Textbooks | Student Materials |
| AP-9 Describing the structure and classification of the urinary system including GU surgery | Robert J. Brady: "The Urinary System," (FS); National Medical Audiovisual Center: "A Technique for Ideal Conduit Urinary Diversion," (MF); Merrell Film Library: "Abdominal Vaginal Approach to Stress Incontinence," (MF); Army: "Nephroureterectomy," (MF) | Atkinson and Kohn: Berry and Kohn's Introduction to Operating Room Techniques; Anthony and Thibodeau: Textbook of Anatomy and Physiology; Brooks: Instrumentation for the Operating Room: A Photographic Manual; Chabner: The Language of Medicine: A Worktext Explaining Medical Terms; LeMaitre and Finnegan: The Patient in Surgery: A Guide for Nurses; Memler and Wood: Structure and Function of the Human Body; Rhodes and Grundemann: Alexander's Care of the Patient in Surgery; Squire and Clayton: Basic Pharmacology for Nurses; Thomas (Ed.): Taber's Cyclopedic Medical Dictionary | Memler and Wood: Workbook for Structure and Function of the Human Body |

**CURRICULUM AREA:** OPERATING ROOM TECHNOLOGY

| TASK LISTING | INSTRUCTIONAL MATERIAL REFERENCES | | |
|---|---|---|---|
| | Audiovisuals | Textbooks | Student Materials |
| AP-10 Describing the structure and classification of the endocrine system including thyroid and parathyroid surgery | Robert J. Brady: "The Endocrine System," (FS) | Atkinson and Kohn: Berry and Kohn's Introduction to Operating Room Techniques; Anthony and Thibodeau: Textbook of Anatomy and Physiology; Brooks: Instrumentation for the Operating Room: A Photographic Manual; Chabner: The Language of Medicine: A Worktext Explaining Medical Terms; LaMaitre and Finnegan: The Patient in Surgery: A Guide for Nurses; Memler and Wood: Structure and Function of the Human Body; Rhodes and Grundemann: Alexander's Care of the Patient in Surgery; Squire and Clayton: Basic Pharmacology for Nurses; Thomas (Ed.): Taber's Cyclopedic Medical Dictionary | Memler and Wood: Structure and Function of the Human Body |

**CURRICULUM AREA:** OPERATING ROOM TECHNOLOGY

| TASK LISTING | INSTRUCTIONAL MATERIAL REFERENCES | | |
|---|---|---|---|
| | Audiovisuals | Textbooks | Student Materials |
| AP-11 Describing the structure and classification of the reproductive system including breast and GYN surgery | Robert J. Brady: "The Reproductive System," (FS); "Reproductive Humans," (FS); Modern Talking Pictures: "Modern Obstetrics: Ceasarean Section," (MF); Merrell Film Library: Radical Hysterectomy," (MF); "Laparoscopy: The View Within," (MF); Association Films: "Diagnosis and Treatment of Ectopic Pregnancy by Colpotmy," (MF); "Modified Radical Masectomy," (MF); National Medical Audiovisual Center: "Vaginal Hysterectomy," (MF) | Atkinson and Kohn: Berry and Kohn's Introduction to Operating Room Techniques; Anthony and Thibodeau: Textbook of Anatomy and Physiology; Chabner: The Language of Medicine: A Worktext Explaining Medical Terms; Brooks: Instrumentation for the Operating Room: A Photographic Manual; LeMaitre and Finnegan: The Patient in Surgery: A Guide for Nurses; Memler and Wood: Structure and Function of the Human Body; Rhodes and Grundemann: Alexander's Care of the Patient in Surgery; Squire and Clayton: Basic Pharmacology for Nurses; Thomas (Ed.): Taber's Cyclopedic Medical Dictionary | Memler and Wood: Workbook for Structure and Function of the Human Body |

**CURRICULUM AREA:** OPERATING ROOM TECHNOLOGY

| TASK LISTING | | INSTRUCTIONAL MATERIAL REFERENCES | | |
|---|---|---|---|---|
| | | Audiovisuals | Textbooks | Student Materials |
| AP-12 | Describing the structure and classification of pediatric surgery | David and Geck: "I'm Not A Small Adult," (MF); Wyeth Film Library: "Premedication in Pediatric Surgery," (MF) | Atkinson and Kohn: Berry and Kohn's Introduction to Operating Room Techniques; Brooks: Instrumentation for the Operating Room: A Photographic Manual; Chabner: The Language of Medicine: A Worktext Explaining Medical Terms; LeMaitre and Finnegan: The Patient in Surgery: A Guide for Nurses; Rhodes and Grundemann: Alexander's Care of the Patient in Surgery; Squire and Clayton: Basic Pharmacology for Nurses; Thomas (Ed.): Taber's Cyclopedic Medical Dictionary | |

CURRICULUM AREA: OPERATING ROOM TECHNOLOGY

| TASK LISTING | | INSTRUCTIONAL MATERIAL REFERENCES | | |
|---|---|---|---|---|
| | | Audiovisuals | Textbooks | Student Materials |
| AP-13 | Describing the structure and classification of reconstructive plastic surgery | National Medical Audiovisual Center: "To Face Life Again," (MF) | Atkinson and Thibodeau: Textbook of Anatomy and Physiology; Brooks: Instrumentation for the Operating Room: A Photographic Manual; Chabner: The Language of Medicine: A Worktext Explaining Medical Terms; LeMaitre and Finnegan: The Patient in Surgery: A Guide for Nurses; Rhodes and Grundemann: Alexander's Care of the Patient in Surgery; Squire and Clayton: Basic Pharmacology for Nurses; Thomas (Ed.): Taber's Cyclopedic Medical Dictionary | |

CURRICULUM AREA: OPERATING ROOM TECHNOLOGY

| TASK LISTING | INSTRUCTIONAL MATERIAL REFERENCES | | |
|---|---|---|---|
| | Audiovisuals | Textbooks | Student Materials |
| VS-1 Measuring and recording pulse and respiration | Trainex: "Temperature, Pulse and Respiration," (FS) | Anthony and Thibodeau: Textbook of Anatomy and Physiology; Atkinson and Kohn: Berry and Kohn's Introduction to Operating Room Techniques; Memler and Wood: Structure and Function of the Human Body | |
| VS-2 Taking blood pressure | Trainex: "Blood Pressure," (FS) | Anthony and Thibodeau: Textbook of Anatomy and Physiology; Atkinson and Kohn: Berry and Kohn's Introduction to Operating Room Techniques; Memler and Wood: Structure and Function of the Human Body | |
| VS-3 Administering cardiopulmonary resuscitation | | Anthony and Thibodeau: Textbook of Anatomy and Physiology; Atkinson and Kohn: Berry and Kohn's Introduction to Operating Room Techniques; Georgia Heart Association Publications; Memler and Wood: Structure and Function of the Human Body; Red Cross Manual; Rhodes and Grundemann: Alexander's Care of the Patient in Surgery | |

**CURRICULUM AREA:** OPERATING ROOM TECHNOLOGY

| TASK LISTING | | INSTRUCTIONAL MATERIAL REFERENCES | | |
|---|---|---|---|---|
| | | Audiovisuals | Textbooks | Student Materials |
| PP-1 | Assisting in introducing patients to operative procedures | Trainex: "Operating Room - Admitting the Patient for Surgery," (FS) | Atkinson and Kohn: Berry and Kohn's Introduction to Operating Room Techniques; LeMaitre and Finnegan: The Patient in Surgery: A Guide for Nurses; Rhodes and Grundemann: Alexander's Care of the Patient in Surgery | |
| PP-2 | Assisting with or shaving operative site (shave prep.) | | Atkinson and Kohn: Berry and Kohn's Introduction to Operating Room Techniques; Grubb and Ondov: Operating Room Guidelines: An Illustrated Manual | |

**CURRICULUM AREA:** OPERATING ROOM TECHNOLOGY

| TASK LISTING | | INSTRUCTIONAL MATERIAL REFERENCES | | |
|---|---|---|---|---|
| | | Audiovisuals | Textbooks | Student Materials |
| MSR-1 | Preparing or updating case and procedure cards for surgery | | Atkinson and Kohn: Berry and Kohn's Introduction to Operating Room Techniques | |
| MSR-2 | Completing patient operating room forms and patient records for surgery | | Atkinson and Kohn: Berry and Kohn's Introduction to Operating Room Techniques; Grubb and Ondov: Operating Room Guidelines: An Illustrated Manual | |

**CURRICULUM AREA:** OPERATING ROOM TECHNOLOGY

| TASK LISTING | INSTRUCTIONAL MATERIAL REFERENCES | | |
|---|---|---|---|
| | Audiovisuals | Textbooks | Student Materials |
| ISS-1 Testing a sterilizer (ETO, steam) with biological indicators | | Forbisher and Fuest, Microbiology in Health and Disease; Rhodes and Grundemann: Alexander's Care of the Patient in Surgery; Grubb and Ondov: Operating Room Guidelines: An Illustrated Manual | |
| ISS-2 Packaging supplies and equipment for sterilization | | Rhodes and Grundemann: Alexander's Care of the Patient in Surgery; Atkinson and Kohn: Berry and Kohn's Introduction to Operating Room Techniques; Grubb and Ondov: Operating Room Guidelines: An Illustrated Manual | |
| ISS-3 Handling sterile packages and sterile solutions | | Atkinson and Kohn: Berry and Kohn's Introduction to Operating Room Techniques; Grubb and Ondov: Operating Room Guidelines: An Illustrated Manual | |

A-20

**CURRICULUM AREA:** OPERATING ROOM TECHNOLOGY

| TASK LISTING | INSTRUCTIONAL MATERIAL REFERENCES | | |
|---|---|---|---|
| | Audiovisuals | Textbooks | Student Materials |
| CD-1 Checking electrical equipment in operating room | | Atkinson and Kohn: Berry and Kohn's Introduction to Operating Room Techniques; Grubb and Ondov: Operating Room Guidelines: An Illustrated Manual; Rhodes and Grundemann: Alexander's Care of the Patient in Surgery | |
| CD-2 Inspecting emergency equipment and supplies for operation | | Atkinson and Kohn: Berry and Kohn's Introduction to Operating Room Techniques; Rhodes and Grundemann: Alexander's Care of the Patient in Surgery; Grubb and Ondov: Operating Room Guidelines: An Illustrated Manual | |
| CD-3 Lifting and moving objects and patients | | Rhodes and Grundemann: Alexander's Care of the Patient in Surgery; Atkinson and Kohn: Berry and Kohn's Introduction to Operating Room Techniques; Grubb and Ondov: Operating Room Guidelines: An Illustrated Manual | |

**CURRICULUM AREA:** OPERATING ROOM TECHNOLOGY

| TASK LISTING | INSTRUCTIONAL MATERIAL REFERENCES | | |
|---|---|---|---|
| | Audiovisuals | Textbooks | Student Materials |
| CD-4 Transferring patients to and from bed or stretcher and operating room table | | Atkinson and Kohn: Berry and Kohn's Introduction to Operating Room Techniques; Rhodes and Grundemann: Alexander's Care of the Patient in Surgery | |
| CD-5 Transporting patient by stretcher, litter or gurney | Trainex: "Patient Transportation," (FS); Davis and Geck: "Transportation of the Patient to the Operating Room," (MF) | Atkinson and Kohn: Berry and Kohn's Introduction to Operating Room Techniques; Grubb and Ondov: Operating Room Guidelines: An Illustrated Manual | |
| CD-6 Positioning the patient for surgery and raising and lowering table during surgery | Trainex: "Operating Room Positioning I - Supine and Lithomy," (FS); "Operating Room Positioning II - Lateral, Prone and Jackknife," (FS) | Memler and Wood: Structure and Function of the Human Body; Anthony and Thibodeau: Textbook of Anatomy and Physiology; Rhodes and Grundemann: Alexander's Care of the Patient in Surgery; Atkinson and Kohn: Berry and Kohn's Introduction to Operating Room Techniques; Chabner: The Language of Medicine: A Worktext Explaining Medical Terms; LeMaitre and Finnegan: The Patient in Surgery: A Guide for Nurses | |

**CURRICULUM AREA:** OPERATING ROOM TECHNOLOGY

| TASK LISTING | INSTRUCTIONAL MATERIAL REFERENCES | | |
|---|---|---|---|
| | Audiovisuals | Textbooks | Student Materials |
| CD-7 Measuring and pouring solutions for surgery | | Atkinson and Kohn: Berry and Kohn's Introduction to Operating Room Techniques; Rhodes and Grundemann: Alexander's Care of the Patient in Surgery; Grubb and Ondov: Operating Room Guidelines: An Illustrated Manual | |
| CD-8 Assisting with or prepping operative site | Trainex: "Preoperative Skin Preparation," (FS); Davis and Geck: "Disinfection of the Skin," (MF); "Preoperative Skin Preparation," (MF) | Atkinson and Kohn: Berry and Kohn's Introduction to Operating Room Techniques; Grubb and Ondov: Operating Room Guidelines: An Illustrated Manual | |
| CD-9 Inserting Foley catheter | Trainex: "Urinary Catherization," (ST) | Memler and Wood: Workbook for Structure and Function of the Human Body; Atkinson and Kohn: Berry and Kohn's Introduction to Operating Room Techniques; Rhodes and Grundemann: Alexander's Care of the Patient in Surgery; Grubb and Ondov: Operating Room Guidelines: An Illustrated Manual | |

**CURRICULUM AREA:** OPERATING ROOM TECHNOLOGY

| TASK LISTING | INSTRUCTIONAL MATERIAL REFERENCES | | |
|---|---|---|---|
| | Audiovisuals | Textbooks | Student Materials |
| CD-10 Grounding patient and connecting electrocautery unit | | Atkinson and Kohn: Berry and Kohn's Introduction to Operating Room Techniques; Grubb and Ondov: Operating Room Guidelines: An Illustrated Manual; Rhodes and Grundemann: Alexander's Care of the Patient in Surgery | |
| CD-11 Measuring and emptying contents of suction containers | | Atkinson and Kohn: Berry and Kohn's Introduction to Operating Room Techniques; Rhodes and Grundemann: Alexander's Care of the Patient in Surgery; Grubb and Ondov: Operating Room Guidelines: An Illustrated Manual | |
| CD-12 Preparing tissue specimens for laboratory analysis | | Atkinson and Kohn: Berry and Kohn's Introduction to Operating Room Techniques; Grubb and Ondov: Operating Room Guidelines: An Illustrated Manual | |

**CURRICULUM AREA:** OPERATING ROOM TECHNOLOGY

| TASK LISTING | INSTRUCTIONAL MATERIAL REFERENCES | | |
|---|---|---|---|
| | Audiovisuals | Textbooks | Student Materials |
| SD-1 Completing surgical scrub (anatomical timed scrub-10 minutes) | | Atkinson and Kohn: Berry and Kohn's Introduction to Operating Room Techniques; Frobisher and Fuerst: Microbiology in Health and Disease; Grubb and Ondov: Operating Room Guidelines: An Illustrated Manual; Rhodes and Grundemann: Alexander's Care of the Patient in Surgery | |
| SD-2 Putting on and removing sterile gown and gloves | Trainex: "Gowning and Gloving," (FS) | Atkinson and Kohn: Berry and Kohn's Introduction to Operating Room Techniques; Grubb and Ondov: Operating Room Guidelines: An Illustrated Manual | |
| SD-3 Draping tables and solution stands | Davis and Geck: "The Unsterile Field - An O.R. Challenge," (MF) | Atkinson and Kohn: Berry and Kohn's Introduction to Operating Room Techniques; Grubb and Ondov: Operating Room Guidelines: An Illustrated Manual | |
| SD-4 Correcting contaminated drapes on basins, patient and tables during operative procedure | | Atkinson and Kohn: Berry and Kohn's Introduction to Operating Room Techniques; Rhodes and Grundemann: Alexander's Care of the Patient in Surgery; Grubb and Ondov: Operating Room Guidelines: An Illustrated Manual | |

**CURRICULUM AREA:** OPERATING ROOM TECHNOLOGY

| TASK LISTING | INSTRUCTIONAL MATERIAL REFERENCES | | |
|---|---|---|---|
| | Audiovisuals | Textbooks | Student Materials |
| SD-5 Doing a complete surgical count | | Rhodes and Grundemann: Alexander's Care of the Patient in Surgery; Atkinson and Kohn: Berry and Kohn's Introduction to Operating Room Techniques; Grubb and Ondov: Operating Room Guidelines: An Illustrated Manual | |
| SD-6 Assisting surgeon in gowning and gloving | | Atkinson and Kohn: Berry and Kohn's Introduction to Operating Room Techniques; Grubb and Ondov: Operating Room Guidelines: An Illustrated Manual | |
| SD-7 Assisting in draping a patient | Trainex: "Draping," (FS); Davis and Geck: "Draping of the Orthopedic Patient," (MF) | Atkinson and Kohn: Berry and Kohn's Introduction to Operating Room Techniques; Grubb and Ondov: Operating Room Guidelines: An Illustrated Manual | |
| SD-8 Passing instruments to surgeon | Davis and Geck: "Use of Surgical Instruments," (MF); "Care and Handling of Surgical Instruments," (MF) | Atkinson and Kohn: Berry and Kohn's Introduction to Operating Room Techniques; Grubb and Ondov: Operating Room Guidelines: An Illustrated Manual | |

CURRICULUM AREA: OPERATING ROOM TECHNOLOGY

| TASK LISTING | INSTRUCTIONAL MATERIAL REFERENCES | | |
|---|---|---|---|
| | Audiovisuals | Textbooks | Student Materials |
| SD-9 Identifying, correcting and reporting breaks in aseptic techniques | Davis and Geck: "An Introduction to Basic Operative Surgical Technique," (MF); "Introduction to the Operating Room," (MF); "Fundamentals of Aseptic Technique," (MF) "Control of Bacterial Cross Infection in Surgical Parts," (MF) | Atkinson and Kohn: Berry and Kohn's Introduction to Operating Room Techniques; Grubb and Ondov: Operating Room Guidelines: An Illustrated Manual | |
| SD-10 Assisting in applying sterile dressing and bandage | | Rhodes and Grundemann: Alexander's Care of the Patient in Surgery; Atkinson and Kohn: Berry and Kohn's Introduction to Operating Room Techniques; Grubb and Ondov: Operating Room Guidelines: An Illustrated Manual | |
| SD-11 Assisting in applying and removing casts | | Atkinson and Kohn: Berry and Kohn's Introduction to Operating Room Techniques; Rhodes and Grundemann: Alexander's Care of the Patient in Surgery; Grubb and Ondov: Operating Room Guidelines: An Illustrated Manual | |

**CURRICULUM AREA:** OPERATING ROOM TECHNOLOGY

| TASK LISTING | INSTRUCTIONAL MATERIAL REFERENCES | | |
|---|---|---|---|
| | Audiovisuals | Textbooks | Student Materials |
| ORH-1 Decontaminating operating room and equipment | Trainex: "Cleaning the Operating Room," (ST) | Forbisher and Fuest: Microbiology in Health and Disease; Atkinson and Kohn: Berry and Kohn's Introduction to Operating Room Techniques; Rhodes and Grundemann: Alexander's Care of the Patient in Surgery; Grubb and Ondov: Operating Room Guidelines: An Illustrated Manual | |
| ORH-2 Decontaminating surgical instruments | | Atkinson and Kohn: Berry and Kohn's Introduction to Operating Room Techniques; Grubb and Ondov: Operating Room Guidelines: An Illustrated Manual; Hospital operating room policy manual | |

# TEXTBOOK LIST

American Red Cross, Standard First Aid and Personal Saftey.

Anthony, Cathrine and Thibodeau, Gary, Textbook of Anatomy and Physiology (10th ed.). St. Louis: C. V. Mosby Company, 1978.

Atkinson, L. J. and Kohn, M. S., Berry and Kohn's Introduction to Operating Room Techniques. New York: McGraw-Hill Company, 1978.

Brooks, Shirley, Instrumentation for the Operating Room: A Photographic Manual. St. Louis: C. V. Mosby Company, 1978.

Chabner, Davi-Ellen, The Language of Medicine: A Worktext Explaining Medical Terms. Philadelphia: W. B. Saunders Company, 1976.

Forbisher and Fuest, Microbiology in Health and Disease.

Grubb, Reba and Ondov, Geraldine, Operating Room Guidelines: An Illustrated Manual. St. Louis: C. V. Mosby Company, 1979.

Howe, Phyllis, Basic Nutrition in Health and Disease (6th ed.). Philadelphia: W. B. Saunders Company, 1976.

LeMaitre, George and Finnegan, Janet, The Patient in Surgery: A Guide for Nurses (4th ed.). Philadelphia: W. B. Saunders Company, 1980.

Memler, Ruth and Wood, Dena, Structure and Function of the Human Body (2nd ed.). Philadelphia: Lippincott, 1977.

Rhodes, Marie and Grundemann, Barbara, Alexander's Care of the Patient in Surgery (6th ed.). St. Louis: C. V. Mosby Company, 1978.

Squire, Jesse and Clayton, Bruce, Basic Pharmacology for Nurses (7th ed.). St. Louis: C. V. Mosby Company, 1981.

Thomas, Clayton (Ed.), Taber's Cyclopedic Medical Dictionary (13th ed.). Philadelphia: Davis Company, 1977.

## STUDENT MANUALS

Memler, Ruth and Wood, Dena, Workbook for Structure and Function of the Human Body (2nd ed.). Philadelphia: Lippencott, 1977.

# AUDIOVISUALS

| | |
|---|---|
| Robert J. Brady | Sound filmstrips |
| U. S. Army | 16 mm films |
| National Medical AV Center | 16 mm films |
| Squibb | 16 mm films |
| Modern Talking Pictures | 16 mm films |
| Southern Bell | 16 mm films |
| Association Films | 16 mm films |
| Merrell Film Library | 16 mm films |
| Davis and Beck | 16 mm films |
| Wyeth Film Library | 16 mm films |
| Trainer | Sound filmstrips |

# ADDITIONAL RESOURCES

## Textbooks

Alexander, Herman, Laboratory Manual for Anatomy. Boulder, CO: Paladin Enterprises, 1978.

Alexander, Robert, Case Studies in Medical Physiology. Boston: Little, Brown and Company, 1977.

Anthony, Catherine and Thibodeau, Gary, Anatomy and Physiology Laboratory Manual (10th ed.). St. Louis: C.V. Mosby Company, 1979.

Anthony, Catherine, Basic Concepts in Anatomy and Physiology: A Programmed Presentation (4th ed.). St. Louis: C.V. Mosby Company, 1979.

Anthony, Catherine, Textbook of Anatomy and Physiology (10th ed.). St. Louis: C.V. Mosby Company, 1978.

Crooks, Lois, Operating Room Techniques for the Surgical Team. Boston: Little, Brown and Company, 1979.

Grundemann, Barbara, et al., Surgical Patient: Behavioral Concepts for the Operating Room Nurse (2nd ed.). St. Louis: C.V. Mosby Company, 1977.

Memler, Ruth and Wood, Dena, The Human Body in Health and Disease (4th ed.). Philadelphia: Lippincott, 1977.

Memler, Ruth and Wood, Dena, Workbook for the Human Body in Health and Disease (2nd ed.). Philadelphia: Lippincott, 1977.

Strachan, C.J. and Wise, R. (Ed.), Surgical Sepsis. NY: Grune and Stratton, 1979.

## Audiovisuals

| | |
|---|---|
| American Cancer Society | 16 mm films |
| American Learning Systems | Sound filmstrips |
| Career Aids | Sound filmstrips<br>Transparencies |
| Concept Media | Sound filmstrips |
| Human Relations Media | Sound filmstrips |
| Lippincott | Sound filmstrips<br>Slide/tapes<br>16 mm film<br>Video tapes<br>Filmloops<br>Self-instructional audiovisual modules |
| National Archives Trust Fund Board | 16 mm film<br>Video cassettes (rent or purchase) |
| Robert J. Brady | Overhead transparencies<br>Slide/tapes<br>Video tapes<br>Sound filmstrips<br>Audio tapes |
| Vocational Education Materials Center (VEMC) | Slide/tapes |

## Models/Simulators/Replicas

Trainex

Fisher Scientific Company

Nystrom

## Individualized Instruction

| | |
|---|---|
| Vocational Education Materials Center (VEMC) | Self-instructional modules |

## RESOURCE ADDRESSES

American Cancer Society
Georgia Division, Inc.
2025 Peachtree Road, N.E.
Atlanta, GA 30309

American Learning Systems, Inc.
P.O. Box 2173
Columbus, GA 31902

Association-Sterling Films
5797 New Peachtree Road
Atlanta, GA 30340

Career Aids, Inc.
8950 Lurline Avenue
Chatsworth, CA 91311

Concept Media
P.O. Box 19542
Irvine, CA 92714

C.V. Mosby Company
11830 Westline Industrial Drive
St. Louis, MO 63141

Commanding General Publications
Third U.S. Army
Atlanta, GA 30330

Davis and Geck
Film Library
1 Casper Street
Danbury, CT 06810

E.R. Squibb and Sons
745 5th Avenue
New York, NY 10022

F.A. Davis Company
1945 Arch Street
Philadelphia, PA 19103

Fisher Scientific Company
Educational Materials Division
4901 W. LeMoyne Street
Chicago, IL 60651

Grune and Stratton
c/o Academic Press
111 Fifth Avenue
12th Floor
New York, NY 10003

Lippincott Learning Systems
Health Professions Publications
East Washing Square
Philadelphia, PA 19105

Little, Brown and Company
34 Beacon Street
Boston, MA 02106

McGraw-Hill Book Company
1221 Avenue of the Americas
New york, NY 10020

Modern Talking Picture Service
1212 Avenue of the Americas
New York, NY 10036

National Archives Trust Fund
Board
National Audiovisual Center
Washington, DC 20409

National Medical AV Center
Station K
Atlanta, GA 30324

Nystrom
3333 Elston Avenue
Chicago, IL 60618

Paladino Enterprises
P.O. Box 1307
Boulder, CO 80306

Robert J. Brady
Bowie, MD 20715

Traniex Corporation
P.O. Box 116
Garden Grove, CA 92642

W.B. Saunders Company
Subs of Columbia Broadcasting
System
W. Washington Square
Philadelphia, PA 19105

William S. Merrill Co.
Film Library
34 W. Sixth Street
Cincinnati, OH 45202

Wyeth Film Library
P. O. Box 8299
Philadelphia, PA   19101

Vocational Education Materials
  Center (VEMC)
Green Street
University of Georgia
Athens, GA   30602

# APPENDIX B

## Special Needs

# WORKING WITH SPECIAL NEEDS STUDENTS*

## Introduction

Special needs population students are those who are designated as handicapped or disadvantaged. The 1976 vocational education amendments define handicapped individuals as:

> Persons who are mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, health impaired, or persons with other specific disabilities, who by reason thereof require special education and related services and who cannot succeed in the regular vocational education programs.

In those same amendments disadvantaged persons are defined as:

> Persons (other than handicapped persons) who have academic or economic disadvantages and who require special services, assistance or programs in order to enable them to succeed in vocational education programs.

Federal legislation requires that these special needs population students be given an opportunity to function in regular vocational education programs (Essentially, this is what is meant by the term mainstreaming.). This section provides information on how such students are identified and how they can be mainstreamed into regular vocational education environments.

Figure One presents a conceptual model depicting various activities of the process in identifying and mainstreaming special needs students in vocational education. These activities

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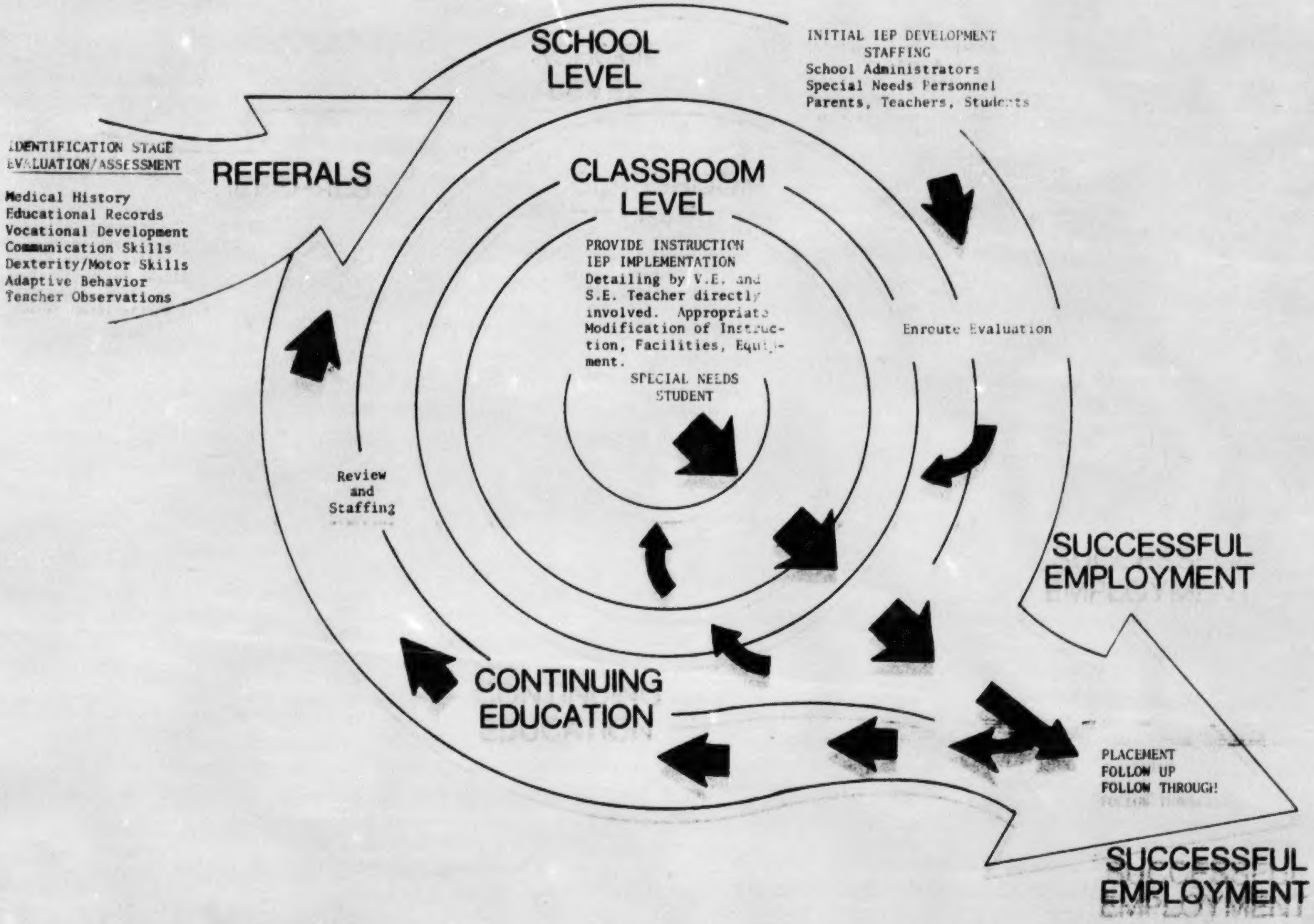
*The project director wishes to thank Mrs. Ann Lary, State Department of Education staff and Mrs. Rhonda Packer, VEMC staff, for their careful review of this section and for their suggestions that improved the overall value of this paper. Appreciation is also extended to Ray Butler for his patient work in reviewing and sorting available resources.

# THE CONCEPT OF MAINSTREAMING


SCHOOL LEVEL
INITIAL IEP DEVELOPMENT
STAFFING
School Administrators
Special Needs Personnel
Parents, Teachers, Students
IDENTIFICATION STAGE
EVALUATION/ASSESSMENT
Medical History
Educational Records
Vocational Development
Communication Skills
Dexterity/Motor Skills
Adaptive Behavior
Teacher Observations
REFERALS
CLASSROOM LEVEL
PROVIDE INSTRUCTION
IEP IMPLEMENTATION
Detailing by V.E. and S.E. Teacher directly involved. Appropriate Modification of Instruction, Facilities, Equipment.
SPECIAL NEEDS STUDENT
Enroute Evaluation
Review and Staffing
SUCCESSFUL EMPLOYMENT
CONTINUING EDUCATION
PLACEMENT
FOLLOW UP
FOLLOW THROUGH!
SUCCESSFUL EMPLOYMENT

are conducted at three levels: the community level, the school level (Career Development Center) and the classroom level. All three levels must work together if implementation of the process is to be effective.

## Identification of the Special Needs Student

Through a variety of pre-testing procedures, special needs students are identified and their potentials are evaluated at the community level. This evaluation process consists of collecting and assessing the following data for each student:

- Medical History
- Educational Records
- Vocational Development
- Communication Skills
- Dexterity/Motor Skills
- Adaptive Behavior
- Teacher Observations

When this procedure has been completed, the community personnel refers the student to the appropriate school level personnel. As a part of the referral and school intake process, an Individualized Educational Plan should be initiated.

> The Individualized Educational Plan (IEP) is exactly what its name implies--a plan for the education of a specific individual. The base content of the IEP is outlined in Public Law 94-142. According to that outline, the IEP must include at least the following information: (a) student's present level of functioning, (b) his/her long range instructional objectives, (c) his/her short-range instructional objectives and finally, (d) some criteria to determine that those objectives have been achieved.

## Development of the Individual Education Plan

It would be very difficult to anticipate the exact kind or type of special needs students one might find in an Operating Room Technology program at any one time. The terms disadvantaged and handicapped are really "catch-all" terms that indicate a wide assortment of problems that might occur in a student representing one of these populations. In addition to the lack of a specific definition and the fact that the typical vocational instructor has had very little preparation in working with these students, it becomes clear that you will need a basic plan to use in meeting their occupational preparation needs. The following steps can serve as your basic planning procedure for mainstreaming a special needs population student into your curriculum.

The first step occurs after you have been notified that a special needs student can profit from being in your vocational program. When you have received that notification, you should contact your coordinator of student personnel services and ask for a detailed report of the student's assessed status. Note the word assessed; it is critical. Through a formal assessment status, appropriate school personnel and community should have identified the student's strengths and weaknesses as well as the specific handicapping conditions. After you have received the assessment information and understand it you are ready for Step Two.

Step Two, developing (or completing) the vocational aspects of the Individual Education Plan-IEP, is usually performed for handicapped students only; however, it has just as much merit for the disadvantaged. The IEP is a very useful tool. It should be considered the description of what you expect that student to be able to do when he or she completes your course and how you will provide the learning experiences to assure that those expected outcomes will be achieved. Be sure that you keep this IEP in a convenient place and use it.

The IEP is usually developed through group activities called staffings. Staffings may be held as often as needed and can be used to modify the IEP as the student moves through the program. When a student is about to be mainstreamed into your curriculum, you must become involved in the staffing sessions that will develop the vocational aspects of the IEP. IT IS YOUR RIGHT AND YOUR DUTY, therefore, your being present during the staffings is imperative. The special education personnel can present the student's interests, strengths and limitations. However, only you, the vocational instructor, can relate these to your program. This means that the final statement of the job (DOT) and the task level (short term) objectives are primarily defined by you the vocational instructor.

In Step Three the IEP will first be used to suggest how the curriculum and/or the facilities can be modified to accommodate the special needs population student. Modifying the curriculum means that in most cases special adjustments will have to be made in the student materials and that special instructional strategies will need to be developed. When you say modify the curriculum you are not suggesting that the content be "watered down" - you are proposing alternate ways to teach the proper/required content. REMEMBER! ALL VOCATIONAL EDUCATION PROGRAMS ARE BASED ON REAL JOBS THAT HAVE THEIR OWN TASKS AND STANDARDS. AS FAR AS YOU ARE CONCERNED, YOU HAVE NO POWER TO CHANGE THESE. YOU ALSO CANNOT SUCCESSFULLY CREATE A WHOLE NEW JOB.

Modification of facilities and equipment is a concern when working with the phyically handicapped. Be reminded that by law your school building must already meet requirements of accessibility to all handicapped persons--especially those who are blind or are confined to wheelchairs. Your chief concern is to be sure that your classroom and laboratory will allow the handicapped students to be comfortable and above all to learn. You will also need to make certain modifications that will enable handicapped students to properly and safely use the "tools and equipment of the trade". It is foolish to think that you would have a ready answer for all or any particular one of these physical handicaps--call on the experts. Vocational rehabilitation counselors and other staff have been concentrating on these problems for many years. They should be able to offer a number of positive suggestions. A combination of VR experience and instructor creativity can and has produced outstanding results.

As we think about curriculum modification it would help to review some general learning needs of this population.

> The educationally mentally retarded will constitute a major population now entering vocational education. The key concept to remember in modifying the curriculum for this population is that they require much more detail in order to learn and they require a great deal more practice time. All curriculum modifications for these groups should be made by detailing each task or objective into its smallest parts and by providing for more and more practice.
>
> The hearing and visually impaired can be accommodated by common sense and the use of supporting resource personnel. Neither of these groups reads well or learns from reading as a primary mode. This should be accounted for in modifying the curriculum, i.e., larger print, brail and recordings for the blind and captions on visual materials, seating arrangements, use of notes from a classmate, lower reading level textbooks, oral testing and total communications for the deaf.

The orthopedically handicapped usually require attention to facilities and equipment. Beyond that, their learning needs are as varied as those of the normal population. Remember, some of these individuals will actually be highly gifted in their chosen field. Their major needs will be psychological and coping with the school environment.

The disadvantaged are physically and mentally capable of learning, but their background has not allowed them to fully develop the discipline and cognitive skills (i.e., vocabulary, math, etc.) required to master occupational preparation courses. They have also developed an anti-school attitude that complicate many efforts to modify the curriculum for them. Usually their success in the vocational program is contingent on either a good pre-vocational program or a supporting academic program.

Step Four requires that instructional strategies be selected. These strategies may be many and should be varied. They should reflect the best learning technique for a given student and his or her chosen occupation. Some examples of instructional strategies are discussed below.

Teacher demonstration: Simply show the student how the job is to be done in clear distinct steps.

Peer demonstration: This technique allows the instructor to use one of the advanced students to demonstrate a particular task in a step by step fashion. It is a flexible system. For example, you can use peer demonstration to show each task step while you explain them to the students. When working with the mentally retarded, you will never have enough time to demonstrate a task as often as they may need to see it. In such situations, the well prepared advanced student can perform and explain the same demonstration several times.

Shadowing: Shadowing can be used in conjunction with demonstrations. By shadowing, the student is allowed to do exactly what the demonstrator does. This allows the student to learn in a see and do fashion. The student may shadow the instructor, an advanced peer or in some instances the worker on the job.

Job site visits: Job site visits offer the student an opportunity to see the work being done in its natural location. Students can develop a worker identify a realistic view of how the tools, equipment and materials are brought together to produce the product.

Work group or team: By being a part of a work team, the student can learn the various roles in an occupation as having the opportunity to practice specific sets of skills under the tutelage of peers.

Individualized instruction: Appropriately prepared or adjusted individualized instruction is a big help in managing a class that contains a mixture of special needs population students and "norm group" students. Individualized instruction, no matter what the source, will require much developmental input from the instructor. In most all cases, however, the results are worth the effort.

Media: Many of the special needs populations require mediated instruction (i.e., hearing and visually impaired), however, the use of appropriate media enhances learning for all students. Media can range from a line drawing in an instructional module, to a video tape, to posters and charts. It can be instructor made or commercial. All that matters is that it exactly links to the objective.

Project Method: The value in using projects with special needs population students is that they help them mentally and physically unify all the parts into a uniform whole. Because of the detail required for them to learn, they need learning activities that relate all of the parts to the whole. The development of a product through an assigned project is an ideal integrating experience.

Simulations: Simulations meet a variety of instructional needs. One of the more important with special needs population students is providing the opportunity to develop proper safety concepts before actually working with the "live" equipment that could be dangerous to a careless student.

Role playing: Role playing is a part of several other instructional strategies. On its own, it is a very good procedure for developing the attitudes and values required of a successful worker-i.e., a sense of responsibility, the ability to take orders and follow directions, interpersonal skills and so on. It is a way to concentrate on developing good work habits and positive attitudes.

Peer instruction: Like peer demonstrations, peer instruction is able to multiply the instructor's available time. This allows individual students with specific needs to have more assistance. Peer instruction has values beyond expanding time; it is an excellent approach to learning. In almost every situation, both the peer teacher and the peer student profit from the exchange. In operation peer instruction is simply a matter of preparing and allowing one of the advanced students to teach small groups certain segments of a course.

Team teaching: As we have already noted, some special needs populations require a combination of vocational and special education presented in harmony. A team approach is the only way to meet that need. For team teaching to be effective, clarification of student needs (as defined by the IEP) and careful planning will be required.

Peer apprenticeships: The peer apprenticeship is an ideal way to induct the new special needs population student into the curriculum. By serving as the apprentice to an advanced student, the special needs population student can become climatized to the laboratory/shop and can begin to learn the tools, equipment and materials of the program. The shadow technique can also be added to increase hands-on learning.

Assessment and feedback: Student learning can be improved by frequently assessing students' skills and feeding back their strengths and weaknesses. Through a process of positive feedback, the student can be moved gradually from where he or she is to the level of skill required.

These instructional strategies can be used independently or in various combinations. This brief list is meant only to provide you with some suggestions, there are no doubt many other techniques that could be used. The creative instructor will be constantly innovating to meet the needs of particular students.

## Implementing the IEP

Step Five is a matter of putting the vocational aspects of the IEP into operation. The activation of the IEP initiates the student into the vocational education program and allows him or her to progress through the modified curriculum at his or her optium rate. There should be frequent assessment activities that indicate where the student is relative to the IEP objectives. If problems are detected, a staffing should be conducted to re-evaluate the IEP and continue the process in a fashion that is most beneficial to the student.

Step Six will take the student to his or her next logical step of either totally exiting the system or recycling into a continuing education mode. In most cases, the student will do some of both--getting a job and periodically accessing the continuing education component of the educational system to refine existing skills or to broaden his or her capacity.

The ultimate goal of all this effort is not employment-rather it is "successful employment". Successful employment implies that not only is the student placed in a job, but that the student is able to sustain himself or herself in a working environment over an extended period of time.

### Evaluation

Evaluation of the student's program is a critical step. Through that process we not only help the current student, but we are able to gather information that will improve our potential to help students with similar difficulties in the future. A well rounded evaluation system should consist of the following activities:

- -En-route evaluation (formative) to monitor the student's progress through the program.
- -Summative evaluation upon completion of the program to determine job readiness.
- -Follow-up after placement to determine if the student is successful on the job.
- -Follow-through activities designed to identify any further training needed, which may be indicated by the follow-up procedure.

## RESOURCES

In recent years, mainstreaming of special needs population students has been an area of great concern to vocational educators. The overall result of that concern is an abundance of well developed resource materials and a variety of personnel with special skills in working with these groups. In the space allowed by this curriculum guide, it would be impossible to present an adequate set of methods and procedures for solving the problems of students with special needs, but if the vocational education administrator and instructor will judiciously use the human and material resources listed here, much of the in-depth information required for the special and unique cases that will occur can be compiled from these sources.

Support Personnel or Systems

As was noted earlier, you the vocational instructor, simply do not have sufficient skills to work with special needs population students alone. There are too many different student problems to ever allow an instructor to deal with them all on a "come as you are" basis. For that reason, you must make yourself aware of the variety of support systems and personnel that are available to you and to the students. A few of these are listed here. These specialists can lead you to others on an as needed basis.

County Health Department - Many of your special needs population students will need some medical and dental assistance. The county health facility is an excellent referral source for these problems.

Special Education - Through local boards of education there are a variety of special education personnel available locally, regionally and from the State Department of Education. The vocational education administrator can obtain assistance from these specialists through the local superintendent's office.

Project SERVE - Project SERVE is a statewide effort to acquire materials and to cultivate expertise in providing vocational education to disadvantaged. Project Serve can be contacted by the area vocational-technical director or the vocational supervisor.

Vocational Rehabilitation - Vocational rehabilitation is a highly developed organization whose major focus is all dimensions (such as: diagnosing, training, job placement and counseling) of the handicapped population. Within that network is a vast pool of expertise. You can contact it through the area vocational rehabilitation counselor who calls on your school or through a designated school official such as the coordinator of student personnel services or Career Development Center personnel.

Office of Student Personnel Services - In the area vocational-technical school, this is the key group as far as students and student needs are concerned. They can provide a variety of services to you and to your students. Many of the contacts with community agencies have already been made by this group-that alone will save the instructor much time.

Career Development Center - Each area vocational-technical school has a Career Development Center designed to meet the very special needs of incoming disadvantaged and handicapped students. The CDC staff is available to assist the instructional staff with a wide range of services for the special needs student populations.

All of the resources and resource personnel listed here are a part of the team. The best results can be obtained by using as many of these people and their support systems as possible from the beginning. In some situations, you will miss a resource in the beginning or the student's needs change. When that occurs do not hesitate to call on the appropriate experts for additional help. As a matter of fact, the rule of thumb that has always been used in the "helping professions" is to go as far as you can, then refer. Do not hesitate to call for help. Most of these service groups are funded to support "your" student. If you do not use them, they fail in their mission and you fail in yours.

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# APPENDIX C

## Definition of Terms

# DEFINITION OF TERMS

1. A/Vs-Audiovisuals - May refer to any picture and/or sound media. (ie. slides, tapes, filmstrips, 16 mm films, etc.)

2. Checkpoint - A student-instructor interface point wherein the instructor may give the student a test, perform a demonstration, or simply provide the student with additional needed information or instructions. Also a checkpoint may be used for motivational purposes.

3. Competency - The ability (knowledge, skills and attitudes) to perform all of a group or cluster of related tasks required to complete a designated activity according to occupational standards. In the educational setting, the statement of a competency includes expected student outcomes in terms of knowledge, skills and attitudes required to complete a designated activity as defined by incumbent workers according to the standards of the work place.

4. Course - A grouping of tasks and competencies which have a common knowledge base or are within a given domain.

5. Criterion-Referenced Measure - An exercise based upon a performance objective, the accomplishment of which measures attainment of that objective.

6. Criterion-Referenced Test - A test designed to measure student competencies based on job or industrial standards.

7. Curriculum Guide - A document containing the objectives, content, organization and structure of an instructional program. It is designed for use by administrators, instructional supervisors and teachers.

8. D.O.T. - Abbreviation for Dictionary of Occupational Titles. Document provides nine digit codes identifying each occupation.

9. Duty - One of the distinct major activities involved in the work performed. A Composition of related tasks.

10. Exit Point - A pre-determined point within an instructional program in which a student may exit with the essential competencies for a specific job. Usually defined in terms of D.O.T. codes and/or O.E. codes.

11. "Hands-On" - Statement implying the student is physically involved in a learning activity.

12. Individualized Instruction (I.I.) - A system of instruction allowing a student to progress at his/her fastest rate.

13. Job - A specific area of specialization within an occupational field consisting of several closely related duties for which a person would expect to receive remuneration. Should be identified by DOT code.

14. Job Sheet - (Or Operations Sheet) - A project of a performance nature. Generally performed by the student in a lab or shop type environment or in a specialized work area.

15. Live Work - Generally refers to items brought into the course area for repair or adjustment. Examples of live work might be automobiles, radios and TV's, air-conditioners, etc. Another form of live work would be patrons visiting the cosmetology department to receive permanents or other services.

16. Master Copies - Original copies of slides, tapes or written materials set aside for the purpose of duplication.

17. Occupational Cluster - A group of occupations sharing a common core of competencies. Georgia's comprehensive high school vocational program is organized around this concept.

18. Occupational Inventory - A listing of tasks to be performed in a particular occupational area, grouped under duty classifications.

19. O.E. - Refers to the U.S. Office of Education. O.E. codes are a classification system (taxonomy) for occupational education programs.

20. Open Entry - Term meaning that a student may enter the program at any time and does not have to wait for quarter or semester breaks.

21. Open Exit - Term meaning that a student may leave a program any time he/she completes occupational objectives.

22. Performance Guide - A series of steps arranged in a sequence which when completed may result in the performance of a task. Also called teaching steps.

23. Performance Objective - A statement in precise, measurable terms of a particular behavior to be exhibited by a learner underspecified conditions. It possesses each of the elements or characteristics specified below:

    a. Condition - The testing situation confronting the learner is clearly specified. This includes equipment provided or withheld, environmental constraints such as temperature, space, etc.

b. Performance - The specific behavior expected of the learner is stated.

c. Standard - The degree of acceptable performance is specified.

24. Performance Test - A test entailing not only the ability to answer questions, but measuring the student ability to operate, manipulate or perform a given task.

25. Program - An organized sequence of courses leading to an occupational objective. A program may contain one or more student exit points as defined by D.O.T. codes.

26. Program Objective - The outcome of a prescribed program of instruction. Usually expressed in terms of the occupation or job for which training is designed. D.O.T. codes are frequently used to identify program objectives or student exit points.

27. Self-Paced - Refers to a student moving through the prescribed training program at the fastest pace at which he/she can meaningfully learn.

28. Sequencing - Putting any set or series of learning activities or tasks into proper order or sequence. Normally arranged from simple to complex within groupings or blocks.

29. Software - Written or printed materials, slides, filmstrips, tapes, etc.

30. Student Manual - A document designed for use by students in a specific instructional program. It contains unit sheets, references, operational procedures, job sheets, etc.

31. Task - The smallest division of work in which a measurable output occurs. A logical and necessary step in the performance of a duty.

32. Task List - A listing of tasks performed by incumbent workers within a domain of interest. An example is a listing of all tasks performed by an automotive mechanic or by a worker in ornamental horticulture.

33. Unit - One "module" training material that generally covers one learning task and programmed on one unit sheet. May cover more than one lesson.

34. Unit Guide - A curriculum guide sheet that lists a task and objective with the instructional activities, instructional materials, evaluation and approximate time required for a student to successfully complete the task.

35. V'TECS Catalog - A comprehensive collection of performance objectives, performance guides, criterion-referenced measures and related data. Organized by a job structure or career ladder within a domain of interest.

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